

CONVERGENCE AT WELLESLEY COLLEGE

by

ANTHONY RYAN FOX

A REPORT

Submitted in partial fulfillment of the requirements for the degree

MASTER OF LANDSCAPE ARCHITECTURE

Department of Landscape Architecture
College of Architecture, Planning and Design

KANSAS STATE UNIVERSITY
Manhattan, Kansas

2009

Approved by:

Major Professor
Stephanie Rolley

Abstract

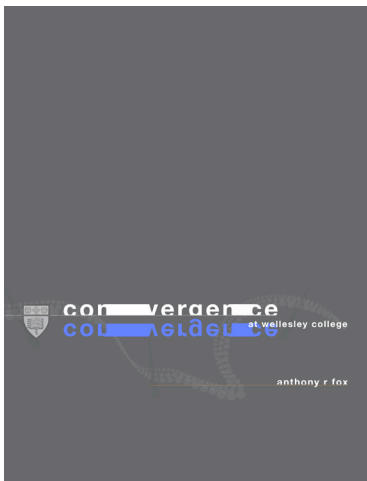
The challenges of the 21st Century will require a force of bright, innovative thinkers and leaders, researchers and scientists. Academic Institutions all across the world must prepare these future leaders. Creating physical spaces that manifest an institutions mission is critical. This study seeks to find a paradigm for the 21st Century campus; to create a more collegial, engaging, influential environment to study, research and learn.

Each academic institution is guided by a mission that shapes curricula and informs scholarship. It is the campus environment that provides the physical space for study and shapes interactions between students and faculty and creates a meaningful community of learning.

The goal of the project is to create spaces which encourage strong interaction, collaboration and the creation of ideas. The intersection and convergence of knowledge at Wellesley College exemplifies the dynamic campus of the 21st Century. The study will connect the campus community through the creation of vibrant, dynamic campus spaces along its waterfront, furthering the goals—engagement, collaboration and experience—while enhancing the immutable regionalism of Wellesley College.

Convergence at Wellesley College aspires to create spaces which inspire, encourage and assist in the education of leaders who will confront the worlds greatest challenges.

Please **[click here](#)** to be forwarded to the thesis document.



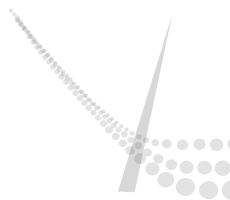


convergence confidence

at wellesley college

anthony r fox

— ***Non Ministrari sed Ministrare***





Anthony R Fox
Master's Report | May 2009
Kansas State University
College of Architecture, Planning & Design
Department of Landscape Architecture/Regional and Community Planning
LAR 700 — Project Programming
LAR 705 — Master's Project & Report

Table of Contents

011 | 01 ABSTRACT + THESIS:
potential for wellesley college

015 | 02 WELLESLEY: AN INTRODUCTION
dilemma to be addressed

019 | 03 MISSION AND PLACE:
understanding wellesley college

031 | 04 ANALYSIS:
core goals of study

071 | 05 VISION | A MANIFESTO:
concepts for the dynamic campus

075 | 06 FRAMEWORK: CONVERGE
a sequence of gathering spaces

091 | 07 BOATHOUSE AND PLAZA:
celebration and event space

117 | 08 CONCLUSION:
wellesley in the future

121 | 09 APPENDIX A:
glossary, lit map, references

131 | 10 APPENDIX B:
goals, timeline, acknowledgements

FIGURES

...

Chapter 3

figure 3.0
wellesley campus
anthony fox

figure 3.1
wellesley by the numbers
anthony fox

figure 3.2
wellesley lamp
anthony fox

figure 3.3
alumnae valley
mvva inc.

figure 3.4
severence green
flickr.

figure 3.5
hillary clinton, alumnus
flickr.

figure 3.6
wellesley laboratory
flickr.

figure 3.7
wellesley class
flickr.

figure 3.8
hoop rolling, a tradition
flickr.

figure 3.9
alumnae valley
mvva inc.

figure 3.10
alumnae valley
mvva inc.

figure 3.11
alumnae valley
anthony fox

figure 3.12
alumnae valley
mvva inc.

figure 3.13
alumnae valley
mvva inc.

figure 3.14
alumnae valley
mvva inc.

figure 3.15
boathouse
anthony fox

figure 3.16
boathouse
anthony fox

figure 3.17
boathouse
anthony fox

figure 3.18
boathouse
anthony fox

figure 3.19
boathouse
anthony fox

...

Chapter 4

figure 4.0
alumnae valley
mvva inc.

figure 4.1
alumnae valley
mvva inc.

figure 4.2
alumnae valley
anthony fox

figure 4.3
alumnae valley
anthony fox

figure 4.4

alumnae valley sketch
anthony fox

figure 4.5

alumnae valley sketch
anthony fox

figure 4.6

alumnae valley diagram
mvva inc.

figure 4.7

flickr.

figure 4.8

anthony fox

figure 4.9

anthony fox

figure 4.10

anthony fox

figure 4.11

anthony fox

figure 4.12

academic quad sketch
anthony fox

figure 4.13

academic quad
anthony fox

figure 4.14

academic quad sketch
anthony fox

figure 4.15

anthony fox

figure 4.16

anthony fox

figure 4.17

anthony fox

figure 4.18

anthony fox

figure 4.19

anthony fox

figure 4.20

tower court sketch
anthony fox

figure 4.21

tower court sketch
anthony fox

figure 4.22

tower court
flickr.

figure 4.23

oxford boathouse
belsize architects

figure 4.24

oxford boathouse
belsize architects

figure 4.25

oxford boathouse
belsize architects

figure 4.26

oxford boathouse
belsize architects

figure 4.27

oxford boathouse
belsize architects

figure 4.28

oxford boathouse plan
anthony fox

figure 4.29

oxford boathouse form
anthony fox

figure 4.30

oxford boathouse
belsize architects

figure 4.31

cri boathouse
anmahian-winton

figure 4.32

cri boathouse
anmahian-winton

figure 4.33

cri boathouse
anmahian-winton

figure 4.34

cri boathouse
anmahian-winton

figure 4.35

cri boathouse plan
anthony fox

figure 4.36

cri boathouse form
anthony fox

figure 4.37

cri boathouse
anmahian-winton

figure 4.38

town connections
anthony fox

figure 4.39

town of wellesley
anthony fox

figure 4.40

academic connections
anthony fox

figure 4.41

green beach
anthony fox

figure 4.42

tower court
anthony fox

figure 4.43

residence hall connections
anthony fox

figure 4.44

corridors of connectivity
anthony fox

figure 4.45

social spaces on campus
anthony fox

figure 4.46

harvard to the charles river
anthony fox

figure 4.47

wellesley to lake waban
anthony fox

figure 4.48

campus districts
anthony fox

figure 4.49

view corridors
anthony fox

figure 4.50

view analysis
anthony fox

figure 4.51

regional climate
anthony fox

figure 4.52

local weather averages
anthony fox

figure 4.53

campus material analysis
anthony fox

figure 4.54

campus lighting analysis
anthony fox

figure 4.55

lake waban remediation
anthony fox

figure 4.56

current remediation
anthony fox

figure 4.57

zones of restoration
anthony fox

figure 4.58

campus disconnect
anthony fox

FIGURES

figure 4.59
proposed redevelopment
anthony fox

figure 4.60
proposed society cluster
anthony fox

figure 4.61
proposed connective zones
anthony fox

Chapter 5

figure 5.0
alumnae valley
anthony fox

figure 5.1
restored wetland
wellesley.com

figure 5.2
lake waban
wellesley.com

figure 5.3
college hall memorial
anthony fox

figure 5.4
alumnae valley
flickr

figure 5.5
severnce green
flickr

figure 5.6
lake waban
flickr

figure 5.7
academic quad
anthony fox

figure 5.8
parking garage
anthony fox

Chapter 6

figure 6.0
framework plan
anthony fox

figure 6.1
promenade
anthony fox

figure 6.2
program
anthony fox

figure 6.3
gathering spaces
anthony fox

figure 6.4
decks and docks
anthony fox

figure 6.5
re-alignment of societies
anthony fox

figure 6.6
connective landscape
anthony fox

figure 6.7
clapp library landscape
anthony fox

figure 6.8
lighting framework
anthony fox

Chapter 7

figure 7.0
conceptual programming
anthony fox

figure 7.1
spatial organization
anthony fox

figure 7.2

program process
anthony fox

figure 7.3

building relationships
anthony fox

figure 7.4

valley extension
anthony fox

figure 7.5

circulation
anthony fox

figure 7.6

event and celebration
anthony fox

figure 7.7

flexible docks
anthony fox

figure 7.8

boathouse + plaza plan
anthony fox

figure 7.9

rotated plan
anthony fox

figure 7.10

lighting strategy
anthony fox

figure 7.11

bates college
sasaki associates

figure 7.12

ambient lighting
flikr

figure 7.13

grand canal square
martha schwartz partners

figure 7.14

grand canal square
martha schwartz partners

figure 7.15

lighting plan
anthony fox

figure 7.16

perspective
anthony fox

figure 7.17

perspective
anthony fox

figure 7.18

elevation
anthony fox

figure 7.19

section looking east
anthony fox

figure 7.20

detail plan
anthony fox

figure 7.21

perspective
anthony fox

■ ■ ■

Chapter 8**figure 8.0**

literature citations
anthony fox

figure 8.1

literature map
anthony fox

figure 8.2

glossary
anthony fox

figure 8.3

works cited
anthony fox

■ ■ ■

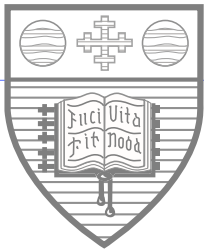
Chapter 9**figure 9.0**

project objectives
anthony fox

figure 9.1

project timeline
anthony fox

01 Abstract + Thesis



Convergence at Wellesley College

Themes of disquisition:

Mission and Place | Collaboration and Engagement | Culture of Ideas and Innovation | Campus Design

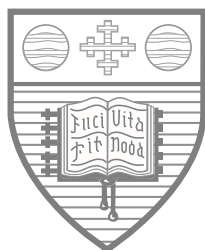
Abstract

The challenges of the 21st Century will require a force of bright, innovative thinkers and leaders, researchers and scientists. Academic Institutions all across the world must prepare these future leaders. Creating physical spaces that manifest an institutions mission is critical. This study seeks to find a paradigm for the 21st Century campus; to create a more collegial, engaging, influential environment to study, research and learn.

Each academic institution is guided by a mission that shapes curricula and informs scholarship. It is the campus environment that provides the physical space for study and shapes interactions between students and faculty and creates a meaningful community of learning.

The goal of the project is to create spaces which encourage strong interaction, collaboration and the creation of ideas. The intersection and convergence of knowledge at Wellesley College exemplifies the dynamic campus of the 21st Century. The study will connect the campus community through the creation of vibrant, dynamic campus spaces along its waterfront, furthering the goals—engagement, collaboration and experience—while enhancing the immutable regionalism of Wellesley College.

Convergence at Wellesley College aspires to create spaces which inspire, encourage and assist in the education of leaders who will confront the worlds greatest challenges.



Wellesley College has the great potential to extend a continuum of collaboration, research and knowledge to its lakefront, which could be the most dynamic and collegial environment of any campus in America. This potential of the dynamic campus will be realized through the process and creation of *convergence at wellesley college*.

02 Wellesley: An Introduction

WELLESLEY COLLEGE

WELLESLEY:
AN INTRODUCTION

DILEMMA TO
BE ADDRESSED

WELLESLEY | AN INTRODUCTION

It seems nearly impossible to grasp the breadth of influence which some of the New England schools have had on America, and the world since their inception over 300 years ago. Institutions such as Harvard College, The Radcliffe Institute, The Groton School, Phillips Academy Andover and Wellesley College have long been the models of academic training in America to which most institutions in the US are based today.

At these schools, the rigor of Academic training, richness of student life, and elite Athletic performance is nearly unmatched in America. Graduates of these fine institutions have gone on to be US Presidents, Olympic Gold Medalists, Pulitzer Prize winners & Nobel Laureates. One could argue that these are some of the most elite and prestigious institutions in the world. The immense success of these schools is due in part to their physical environments. From their inceptions, headmasters began what turned into long standing relationships with design legends such as Peabody & Stearns, McKim Meade and White, F.L. Olmsted and Arthur Shercliff. The hiring of these great Architects at the onset of development began the creation of innovative, inspirational and highly functional structures and spaces which embodied the highest academic aspirations of the time. Wellesley College is one such institution.

Today, the Administration and board of Trustees have forged ahead with these aspirations, continually striving to create a rich physical, academic, social, and athletic environment.

At Wellesley, the majority of structures & landscape character of the campus was largely developed in the 19th and early 20th centuries. However, as Wellesley moves into the 21st century, questions of how to best design new structures and spaces are being asked, and architects are consistently struggling to bridge the gap, often accepting fierce criticism (Wellesley College, 2000).

The issue is how to best design new spaces as the schools try to retain their rich historical character, while continually competing with more modern schools for the best prospective students, all while striving to meet the academic mission and enhance the sense of place.

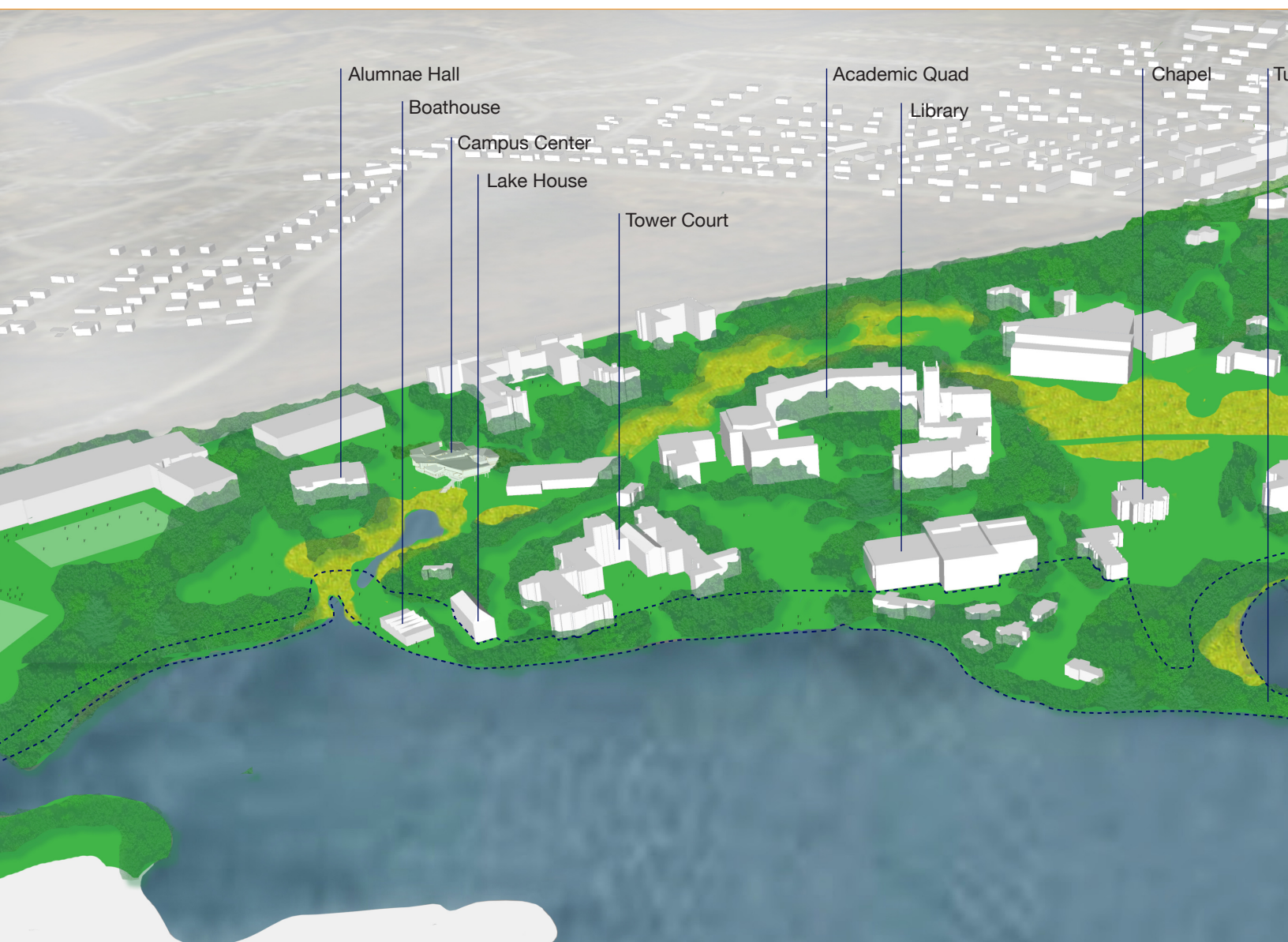
Wellesley College underwent a quiet period during the 1980s and 1990s with very little development, and a steep decline of its landscape maintenance. In 1998 the Board of Trustees at Wellesley College hired the office of Michael Van Valkenburgh to restore the campus landscape and to guide the placement, character, and design of current and future spatial needs of the school. The 1998 Master plan won numerous national awards for its strong recognition of the school's original aspirations and ideals set forth by F.L. Olmsted & Sons. In 2002, MVVA was hired to restore Alumnae Valley—a project which has also garnished many national awards—which provided a physical and visual link to Lake Waban (mvvainc.com).

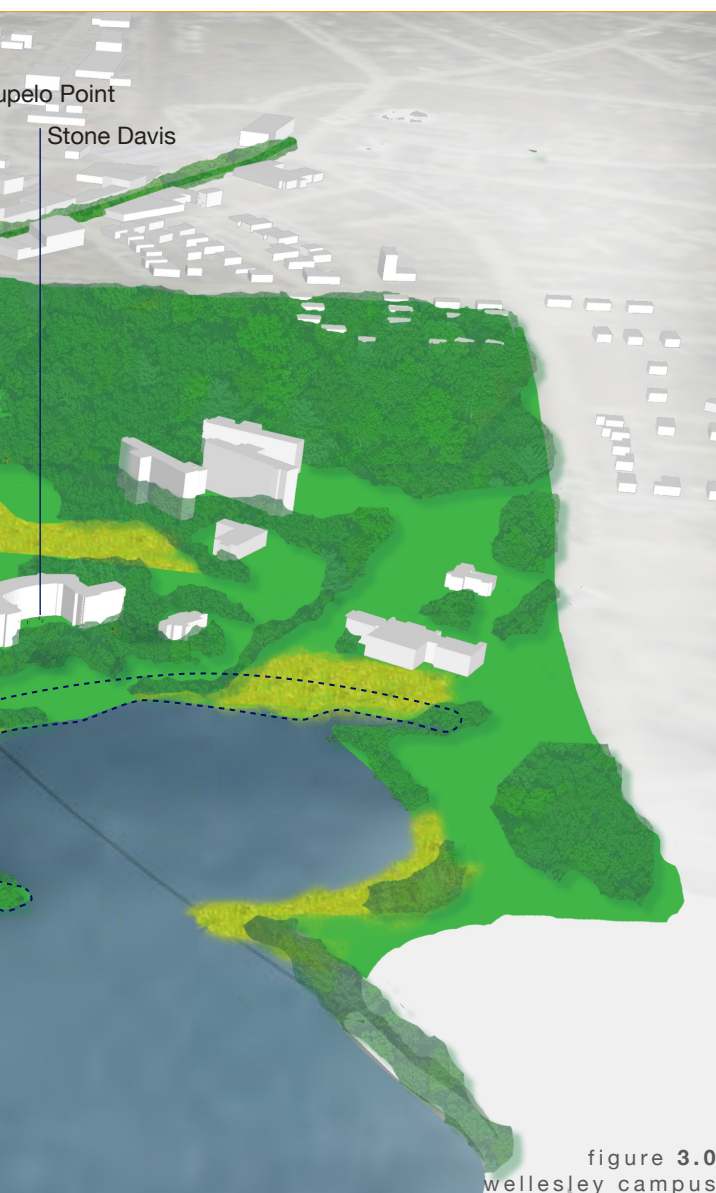
The highly regarded Alumnae Valley however does not actually engage the waterfront. The project extents reach the edge of the lake and fall short of engaging the grounds surrounding the boathouse. Beyond the Valley, much of the lake edge is in extremely poor condition. The boathouse, boat docks and linear trail along Lake Waban are in disrepair and in desperate need of study.

The Masters project aims to re-envision Wellesley's waterfront; restore and expand the current boathouse to meet current athletic needs along the lake front; provide social gathering spaces at the boathouse—further connecting the new Student Center, Alumnae Hall and Alumnae Valley to Lake Waban. The project is in keeping with the rich design intentions and traditions set forth by F.L. Olmsted & Sons in 1902, while also following principals outlined in the the 1998 Master Plan by MVVA Inc.

03 Mission and Place

LOCATION AND
SIZE OF SITE





Wellesley has a unique campus structure that is based upon the preservation of an exceptional indigenous New England landscape of glaciated topography and meadowed valleys.

Wellesley's campus is comprised of 720 acres, organized by a unique site-sensitive concept started by Frederick Law Olmsted, Jr. in a 1921 plan, in which the glaciated topography, and a series of meadows shape the site plan for the campus (MVVA 1998). The result is a rather unique relationship of buildings to landscape, and building to building, unlike any other in America. See figure 3.0.

figure 3.0
wellesley campus

MISSION AND PLACE

Founded in 1870 by Henry and Pauline Durant. The first students arrived in September, 1875.

Students from 2

Colors: blue and white

Average class size: 17-20 students

Student to Faculty ratio:

Motto: "Non Ministrari sed Ministrare" - "Not to be ministered unto, but to minister."

Total Cost: \$43,288 (2008-2009)

56

Notable Alumnae:

Hillary Rodham Clinton '69, 2,318 stud

Madeleine Albright '59,

Diane Sawyer '67,

Endowment: \$

Tuition \$32,384. Room & Board \$10,216. Fees \$

Living Alumnae: approximately 36,000

21 res

The mission of Wellesley College is to provide an excellent liberal arts education for women who will make a difference in the world

Wellesley College is a small, all-womens liberal arts college in Eastern Massachusetts

all four classes live in most residence halls.

9:1

Wellesley, MA (12 miles west of Boston)

departmental and interdepartmental majors

students, representing 66 countries and all 50 states

\$1,672,473,000 (6/30/2008)

12 varsity athletic teams

688.

over 150 student organizations on-campus.

Degrees: baccalaureate

idence halls that vary in size from 140 to 285 students.

figure 3.1
wellesley by the numbers

figure 3.2
wellesley lamp

COMMITMENT

To Students

At some large universities or research institutions, graduate students take a higher priority than undergraduates. Wellesley, on the other hand, exists only for undergraduates. As a practical matter, that means that professors—not teaching assistants—teach courses.

Wellesley professors have only four courses (two per semester), which allows professors time for research and scholarship and the focus of teaching and getting to know their students (Wellesley 2004). See figure 3.3.



figure 3.3
alumnae valley

PROUD TO

A Lively SOCIAL SCENE

By tradition, students at Wellesley mingle with MIT and Harvard students at the Tower Court Mixer in the fall and Tower Court II in the spring. Spring weekend is filled with the black-tie gala at Alumnae Hall and outdoor movies at Severance Green.

Runners in the Boston Marathon, who pass by the main entrance of the campus, have come to expect and appreciate the crowds of Wellesley women who gather at mile 13 to cheer their lungs out on Marathon Monday. Lake Day is a day of celebration on the lake and its environs (Wellesley, 2004). See figure 3.4.



figure 3.4
severance green

BE WE

NETWORKING

Through Alumnae

Wellesley, like many prestigious institutions of higher education, can lay claim to alumnae with impressive credentials. Not many, however, can lay claim to “The Network.” Wherever student decide to make their place, they are likely to encounter a Wellesley alumna who is willing to make introductions, write letters of recommendation and mentor.

Alumnae events are critical to the ongoing success of Wellesley’s students afterword. The continuous connection and interaction of current students with alumnae on campus throughout the year adds to students wealth of opportunity (Wellesley, 2004). See figure 3.5.

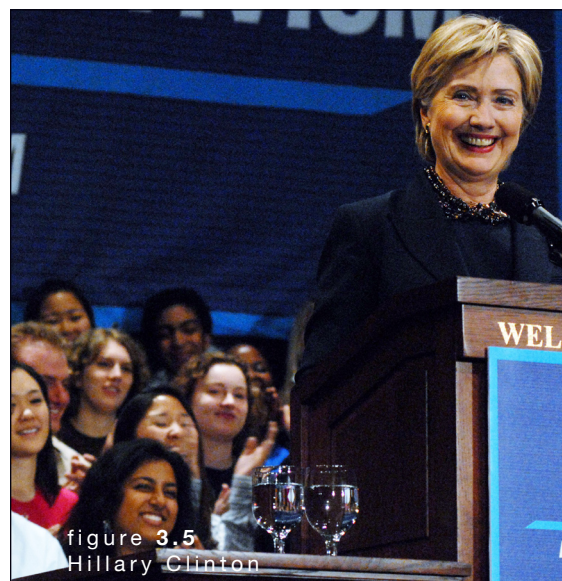


figure 3.5
Hillary Clinton

Professors and Students as **COLLEAGUES**

Students and professors come to know one another well at Wellesley by participating in small-group discussions and meeting one-on-one outside of class. Professors take a personal interest in each student's progress and treat them as younger colleagues (Wellesley, 2004). See figure 3.6.



figure 3.6
wellesley laboratory



figure 3.7
wellesley class

QUALITY Of Teaching

Students at Wellesley continually cite the quality of instruction as the most worthwhile part of their college experience. According to students, the high-quality teaching is attributable to at least two things: dedication of faculty to their academic fields and the respect they show for their students (Wellesley, 2004). See figure 3.7.

WELLESLEY



figure 3.8
hoop rolling

Proud to be a **WOMENS COLLEGE**

Wellesley is committed to its original mission of educating women with good reason. The friendships you develop at a women's college are deep and enduring. See figure 3.8. The opportunities for drawing on the connections of well-placed alumnae, most of whom are eager to help, will give you an edge in your chosen profession.

Wellesley encourages its students to be self-directed and intellectually curious. In the classroom, professors challenge your thinking and encourage a free exchange of ideas (Wellesley, 2004).

WELLESLEY HAS THE REMARKABLY UNIQUE OPPORTUNITY TO ENGAGE ITS LAKEFRONT, WHICH HOLDS A WEALTH OF POTENTIAL

An extraordinary re-working of a toxic valley previously utilized for automobiles, the recent work of MVVA Inc. in 2004 confronts a history of contamination on site and results in a new, remedial purification system that is at once willfully artificial and unabashedly picturesque. Sculptural and iconic, Alumnae Valley is a landmark project for Wellesley, and an example to campuses everywhere. See figures 3.9-3.14.

While the Alumnae valley re-connected the upper campus to views of its lake, it terminates at one of the most degraded portions of campus: the boat house. Constructed in the 1960s, the boathouse is currently in a state of deep disrepair and the surrounding site is plagued by haphazard site elements and a lack of maintenance. Additionally, the campus community is fenced off from the very place that should allow engagement of the lake. The Wellesley Plan seeks to re-envision the boathouse and its grounds, providing for a iconic open space and intensive interaction with the lake. See figures 3.15-3.19.



Current Conditions of **—BOATHOUSE**

The Boathouse and its surrounding landscape is in terrible disrepair. The departure of the Varsity Crew Team to the Charles River long ago left the boathouse to drop in maintenance as an important athletic and social space. Housing shells for the Novice Crew and recreational services, the boathouse no longer serves its purpose as well as its earlier days of glory. See figure 3.15-3.19.

One of the flattest pieces of terrain along the Northern edge of Lake Waban, the area surrounding the boathouse holds great potential for an iconic open space where students and faculty can fully utilize the lake for a wealth of activities. It is recommended due its structural condition, aesthetic of form, materials and style, and an ill-functioning facility for its program, that the boathouse be removed and a state of the art facility with a broader mission and program replace it.





figure 3.12
alumnae valley



figure 3.13
alumnae valley



figure 3.14
alumnae valley



boathouse



figure 3.18
boathouse



figure 3.16
boathouse



figure 3.17
boathouse



figure 3.19
boathouse

ISSUES RELEVANT
TO CONTEMPORARY
LANDSCAPE
ARCHITECTURE

There is a clear, consistent struggle for designers and institutions alike to maintain traditions and sense of place while creating new spaces to meet current needs and design trends. It is a struggle that is clear all over America, and many parts of the world.

Traditionally, American Architects created academic classrooms and study spaces, as well as designing the “grounds” to which their buildings were placed. Commonly the grounds of institutions consisted of lawn and paths with buildings placed upon them. Over time, the development of landscape architecture as a profession led to the development of exterior academic and social gathering spaces, outdoor performance spaces, and athletic competition fields.

Today the campus of Wellesley College is greatly lacking in its potential to enhance student life, academic learning, and athletic competitiveness in the campus landscape. The project aims to create and enhance the ‘Academic Village’ ideals of engagement, interaction, and collaboration. The challenge will come in bridging of contemporary forms and relationships with traditional forms, contextual materials, and varying architectural styles. The goal is to create vibrant, inspirational spaces that are in keeping with the schools mission and sense of place.

At Wellesley, the recent built work of MVVA Inc. and Mack Scogin Merrill Elam Architects at the Alumnae Valley while extremely contemporary in form, is largely accredited with being able to successfully integrate itself within the fabric of the campus without seeming alien. The extension of the MVVA landscape to the lakes edge and to Tupelo Point will be a further study of the potential of contemporary landscape architecture on a historic campus.

While the Wellesley project aims to mainly be in the realm of campus landscapes, it also lies within the realm of waterfront design—which is continually gaining speed as a large portion of built work for the profession.

The extension of Alumnae Valley aspires to meet and enhance the institutional mission of Wellesley College, while providing contemporary landscape spaces which encourage a vibrant collegiate experience.

The Wellesley Project aims to further the engagement of the Wang Campus Center, parking garage, Alumnae Hall, and Alumnae Valley with Lake Waban.

The Alumnae Valley stretches from Route 15 to the edge of Lake Waban and roughly 150 feet shy of the Boathouse. The original boathouse was created in 1893 as a gift of the students, but fell into deep disrepair and collapsed in 1962, destroying the structure and equipment. The current boathouse was completed in 1963, with a different design and much smaller footprint than its predecessor.

Today, the boathouse is in extremely poor condition structurally and aesthetically. Fenced off from general student and faculty use, the boathouse and its docks are in-accessible, barring interaction of students to Lake Waban.

With its crumbling facilities, Wellesley is fortunate to have extremely competitive crew and sailing teams. In keeping with the teams successes and strong athletic tradition, the school is and its teams are deserving of a new more appropriate boathouse to serve a larger program.

Additionally, there is strong potential to create social gathering spaces at the lake edge adjacent to the Boathouse, in addition to creating an extensive dock system, all of which will be accessible to the community.

POTENTIAL AT LAKE WABAN

Immensely beaucholic and serene, Lake Waban offers an endless amount of program possibilities at the Boathouse and along the linear trail at the lake edge.

The close proximity and relationship of the new Student Center, Alumnae Hall and Parking Garage give the Boathouse and adjacent waterfront spaces strong potential to hold many different types of events, both academic and social. Additionally, physical connections of the core campus to Lake Waban are quite weak. The response is to create stronger connections from the historic quadrangle spaces to the lake edge to further facilitate the ideals of the Academic Village.

Lake Waban is largely accredited to be one of Wellesleys finest assets, and should be enhanced to allow further engagement by the community of Wellesley College (Wellesley College 2004).

Lake Waban is currently in-accessible by students and faculty, per order of the Wellesley Police. The barring of access to the water is recent. The design of Alumnae Valley in 2004 surfaced the immense pollutants which were entering the lake. The restored Alumnae Valley is based upon a strong intention to mediate toxic material and pollution before it enters the lake.

Additionally, the linear trail which connects Tupelo Point to the Alumnae Valley remains in its pre - Olmsted state. When the College was originally founded in 1870, it had the character and feel of a rural summer camp. This original character is still evident along the waterfront trail which is nothing more than a dirt path through the woods. Adjacent to the lake edge path, the core campus spaces are of a distinctly different character. A strong integration of the two typologies is proposed for the design of the linear trail.

04 Analysis

The reconnaissance/analysis and program/objectives are focused on exploring how the community can engage Lake Waban along its north shore. The study seeks to analyze how the design of the boathouse and lake edge can transform the existing site from an ill-maintained landscape into dynamic, signature campus promenade and sequence of spaces capable of manifesting the core mission of the college.

Typologies

Analysis of campus landscape and architectural types

Program

The study of existing and potential program is the core of the project

Connections

Study existing connections, and opportunities for the Wellesley community to engage its lakefront

Social Spaces

Understanding a hierarchy of program and spatial qualities

Viewsheds

Understand complexity of viewsheds established within the 1998 Wellesley College Master Plan

Contamination

Analyze lake Wabans' history of contamination and current remediation and the lakes relation to program

Materials

Inventory and understand the use of materials and their relationship to an authenticity of place

Boathouse

Analyze existing structure for program, placement, use, history and materiality

Safety

Identify campus safety issues related to circulation and comfort all along the lake edge

T Y P O L O G I E S V A L L E Y



A New

SIGNATURE OPEN SPACE

The 13.5 Acre restoration of Alumnae Valley by the office of Michael Van Valkenburgh confronts a history of contamination which resulted in a new, ecologically functioning landscape structured by a remedial purification system. When Frederick Law Olmsted visited Wellesley College in 1902, he described Wellesley as having a topography of glacial landforms, valley meadows, and native plant communities. Described in his 1902 letter to President Caroline Hazard, Olmsted notes 'the landscape is of an exceedingly intricate and complex topography' (MVVA 1998). See figures 4.0-4.6.



figure 4.5
alumnae valley sketch

Creating A

GLACIATED LANDSCAPE

Alumnae Valley is comprised of a meadow planted trio of drumlin-like mounds, which structure the natural valley hydrological system that comprises the form of Wellesley's campus grounds. See figures 4.4-4.5. The college now affords a focus on the pedestrian experience which heightened the importance of the valley as both a visual and physical link between the hilltop nodes of campus life and Lake Waban (mvvainc.com)

Alumnae Valley and its surrounding context exemplify Wellesley College and its campus, as well as the surrounding region. The adjacency of Alumnae Hall, the Lulu Wang Chow Campus Center, parking garage, athletic fields and Boathouse along Lake Waban allow the landscape of the valley to serve as the heart of Wellesley's campus.



figure 4.6
alumnae valley diagram

TYPOLOGIES QUADRANGLE



figure 4.7



figure 4.8



figure 4.9



figure 4.10



figure 4.11

COLLEGIATE GOTHIC

As the Iconic Architectural Expression of Wellesley

In 1914, the site of the most revered space at Wellesley, Norumbega Hill was chosen as the site to replace College Hall, consumed by fire in March 1914. The genesis of what came to be the Academic Center lay behind a very visible statement about institutional identity: how Wellesley saw itself and how the world saw Wellesley.

The Academic Center concept underwent the most intense input, and critical review of any project undertaken at Wellesley. The architectural style, form on its landscape, and legacy of image were in the balance. The college ultimately chose the emerging Collegiate Gothic to represent Wellesley and its women. Collegiate Gothic was remarkably carefully chosen, and fiercely argued in for. The styles nod to traditions at Oxford and Cambridge proved a freer use of plan and composition, with a greater accuracy of detailing of modern typologies. The flexible and irregularity to the style was precisely what Olmsted specified to be in keeping with the complex topography of Wellesley's glaciated landscape. The residential forms are inherently appropriate to higher education, noting its ancestry and connection to documented past (Wellesley, 2000).



figure 4.12
academic quad sketch

In terms of landscape, Cram argued in a letter of June 22, 1916 that Gothic “was appropriate historically and theoretically for architectural expression of higher education while it is insistently demanded [at Wellesley] by the peculiar nature of the terrain and landscape.”

The resulting landscape of the Academic Quad is that of an enclosed and serene piazza. The organic form of the buildings which surround the space give it a feel of enclosure and community. Largely characterized by its understory lawn, and large vase-like tree canopy which echoes the Gothic arches of its surrounding architecture.

The east side of the complex is best described as an Italian hill town, with large terraced walls, and ramping circulation through the complex (Wellesley, 2000).

See figures 4.7-4.13.



figure 4.13
academic quad



figure 4.14
academic quad sketch

TYPOLOGIES
COURTYARD



figure 4.15



figure 4.16



figure 4.17



figure 4.18



figure 4.19

COLLEGIATE GOTHIC

As the Iconic Architectural Expression of Wellesley

The Tower court is one of the most revered spaces at Wellesley College. Held within the memories of many Alumnae who lived within its halls, it is a sacred space of daily fun and college activity, formal dances, alumnae events and graduation. Rising to the highest point of campus adjacent to Lake Waban, Tower Court has a commanding view to the surrounding landscape of the Lake. Tower Court is on the site of the original College Hall building, which burned in the late 1880s, and has significant meaning to the colleges founding and mission (Wellesley, 2000).



figure 4.20
tower court sketch





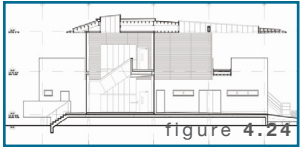
figure 4.21
tower court sketch

Largely recognized by its formal, yet irregular layout of grand Collegiate Gothic structures, the Tower Court is characterized by its U-shaped quadrangle structure, with its open end facing Lake Waban and landscape beyond. The space is simple, elegant and open—reinforcing the grand scale of its Gothic complex. The space may very well be one of the most dynamic and active spaces on the college grounds, due to its favored and revered spatial quality, coupled with the program of the structures, which are entirely residence halls. Additionally, the proximity to Lake Waban and the Boathouse holds enormous potential for increased connectivity and interaction with the lake. See figures 4.15-4.22.



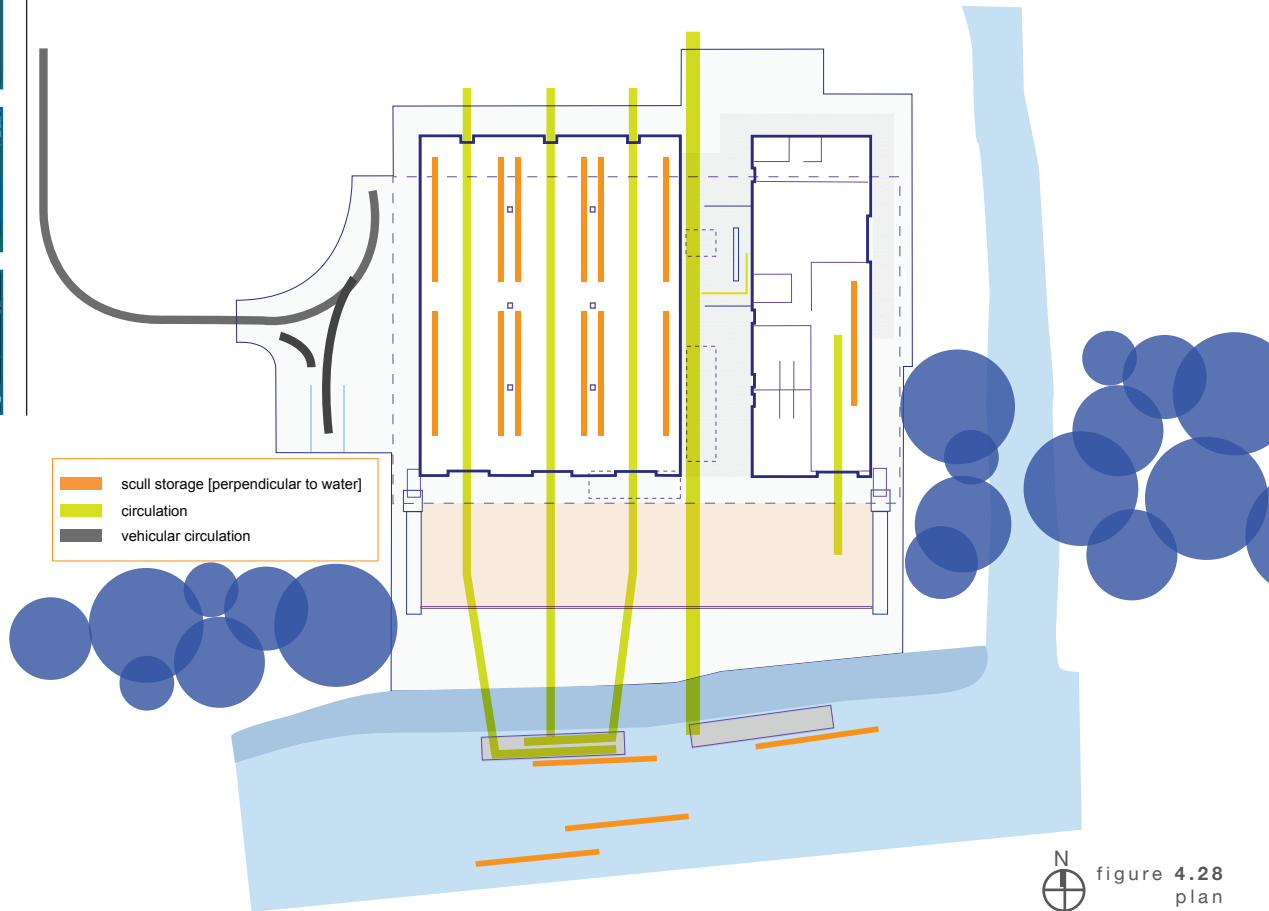
figure 4.22
tower court

PRECEDENTS
OXFORD
UNIVERSITY
BOATHOUSE

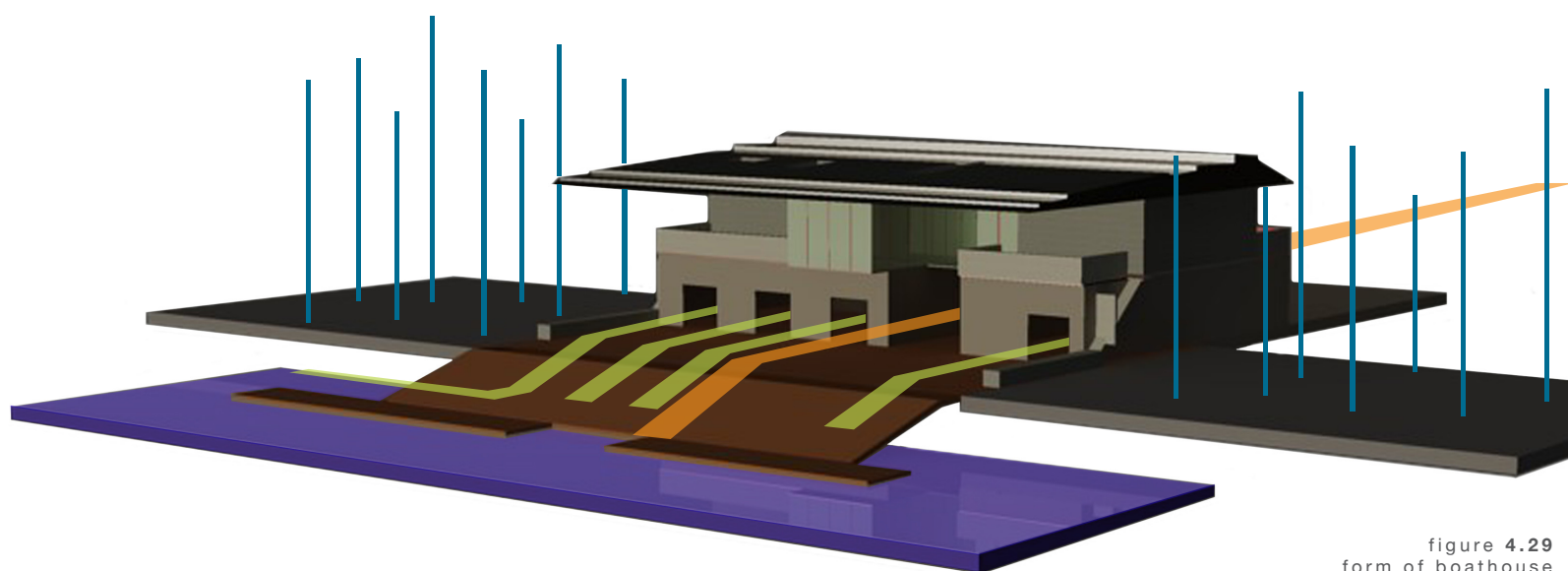


APPLICABLE ELEMENTS To The Wellesley Boathouse

The Oxford University Boathouse represents a quintessential example of modern architectural design on a historically classic university. Oxford is a modern, outward-looking college with some ancient traditions; tracing its traditions back to 1249. The new boathouse, elegant, clean and modern, stands as an icon to the enormously rich history of the rowing club. Delicate and light, even with its heavy base, the structure holds a confident yet delicate position in the landscape (belsizearchitects.com). See figures 4.24-4.30.



- vehicular separate
- floating dock system
- boats stored perpendicular to water
- storage and maintenance facilities separate

figure 4.29
form of boathouse

scull movement from river to storage space

public scull movement through building to rear vehicular parking space

The aim of the scheme was to provide a backdrop to the rowing activity where, as in theatre stage rowers play out their individual parts to an audience which finds shelter and shares accommodation.

The modern, elegant design and rich materiality is a testament to the rich tradition and history of the college and its crew teams. The meeting rooms, gathering spaces, and viewing areas are representative of the colleges commitment to legacy and championship.

The boathouse at Oxford is a relevant example of how a boathouse can serve as a campus center, for a myriad of events both in community, and seclusion (belsizearchitects.com).



figure 4.30

PRECEDENTS
COMMUNITY
ROWING
BOATHOUSE



figure 4.31



figure 4.32



figure 4.33

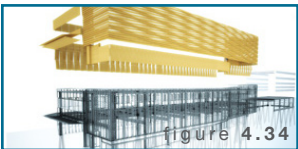


figure 4.34

APPLICABLE ELEMENTS

To The Wellesley Boathouse

The spatial experience inside and out at the new CRI is one of sensory brilliance. The skin system composed of louvre systems of glass and wood seeks to create dramatic lighting at night and day, as though it were a lantern on the river. The louvres ability to open and close to allow for light and ventilation creates a pleasant interior spatial quality—evocative of the constant fluid motion of the river (anmahian-winton.com). See figures 4.31-4.37.

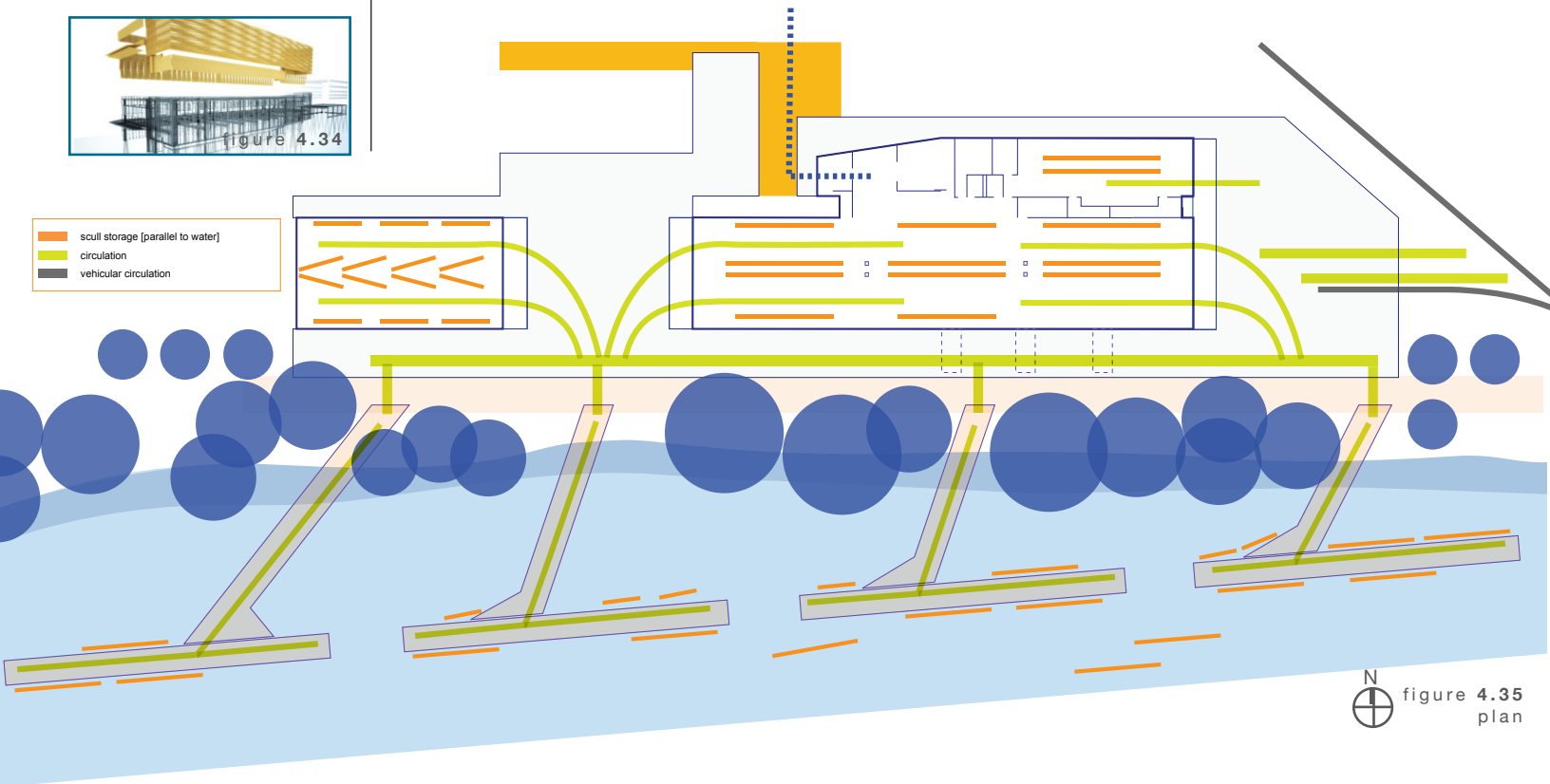


figure 4.35
plan

floating dock system | boats stored parallel to water | two structures house different types of sculls

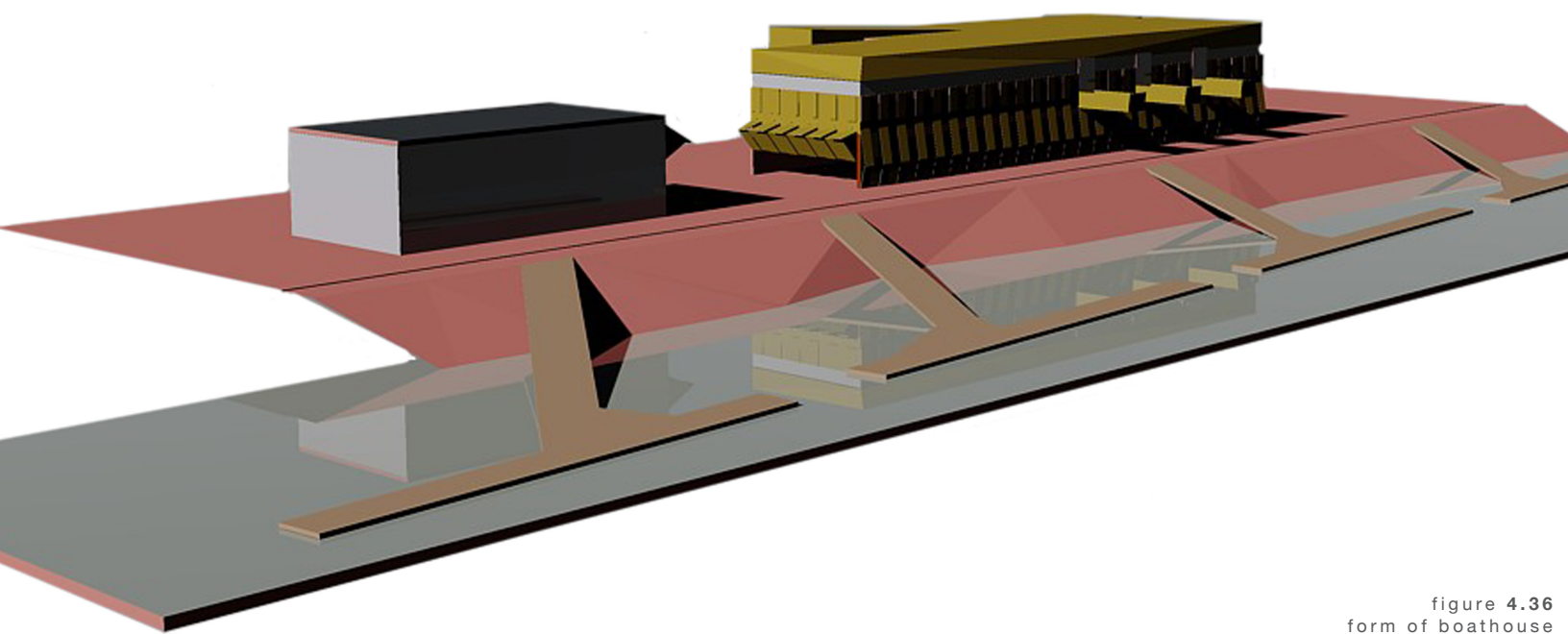


figure 4.36
form of boathouse

The projects of the docks evoke a non-traditional interaction with the river, just as the boathouse seeks to challenge the historicism of all other boathouses on the Charles. The separate docks, however allow for a number of different peoples and organizations to utilize the waters edge simultaneously. See figures 4.35-4.36.

Complex, and dynamic, the CRI boathouse elicits strong conceptual implications to Wellesley College—who has also held a commanding presence on the Charles River and in NCAA regattas.



figure 4.37

CONNECTIONS
TOWN OF WELLESLEY

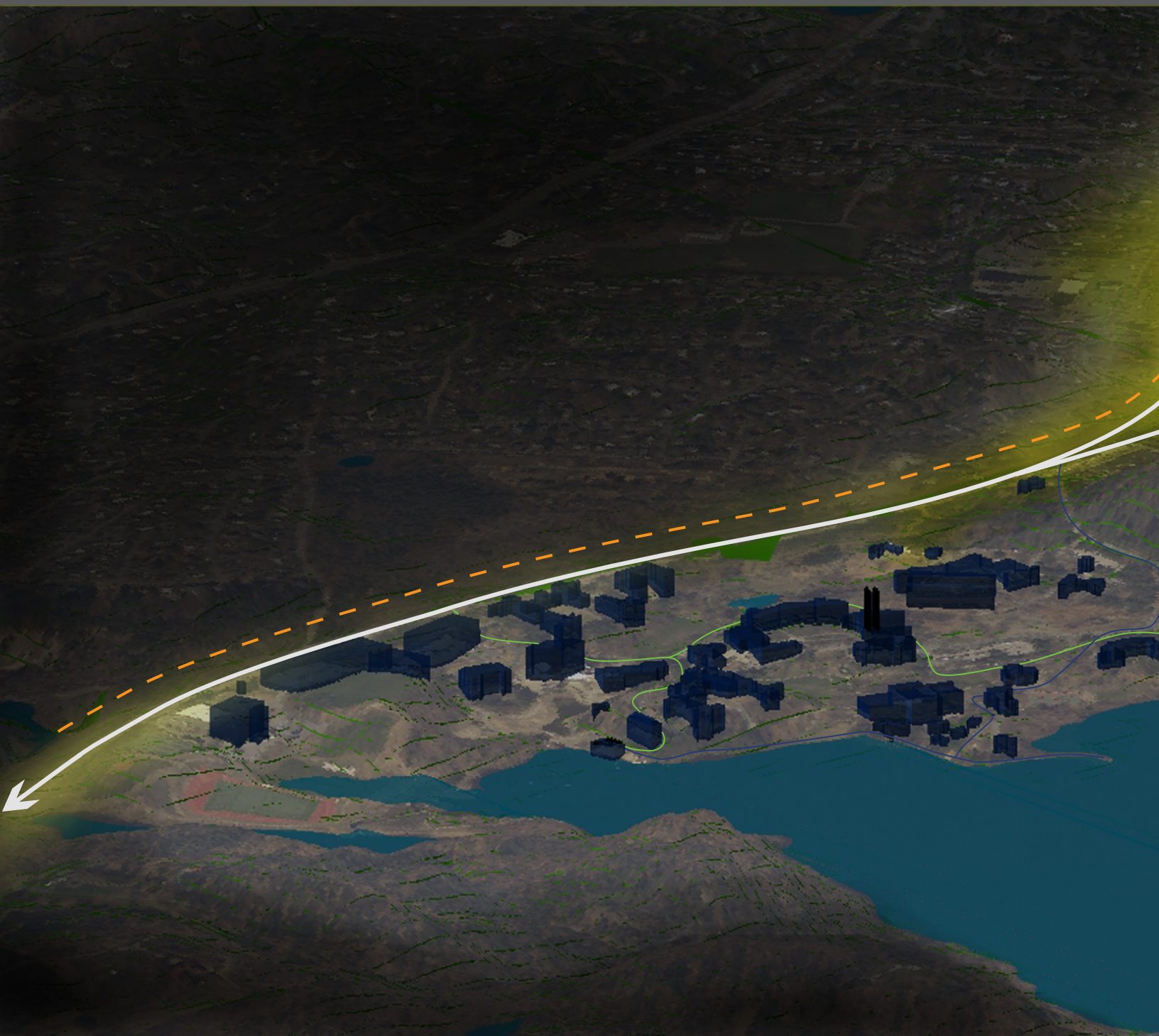




figure 4.38
town connections

A Walkable Connection to the **TOWN OF WELLESLEY**

Wellesley College has a strong relationship to its host community, the town of Wellesley, MA. Since its inception, the campus is positioned just west of Main Street and the downtown core of Wellesley. The pedestrian connection is very comfortable, a single two lane rural highway connecting Wellesley College to its surrounding community and the greater Boston area. See figures 4.38-4.39.

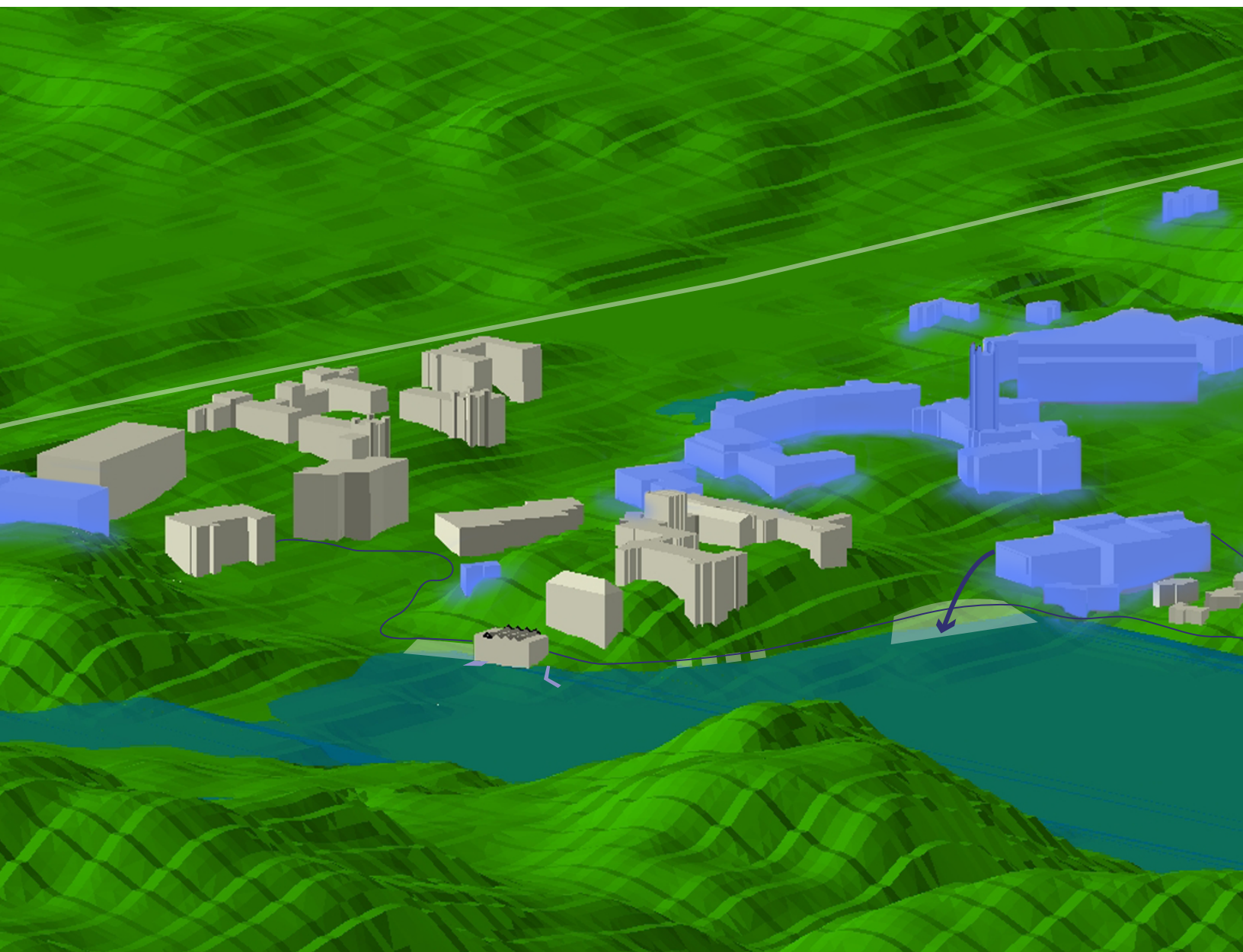
Pedestrian walking time to the MBTA Regional rail line is just over a 15 minute walk from the Wang Campus Center.

In the future, Wellesley must continually strive to further connect itself to the surrounding community, through many different systems and forms.



figure 4.39
town of wellesley

CONNECTIONS



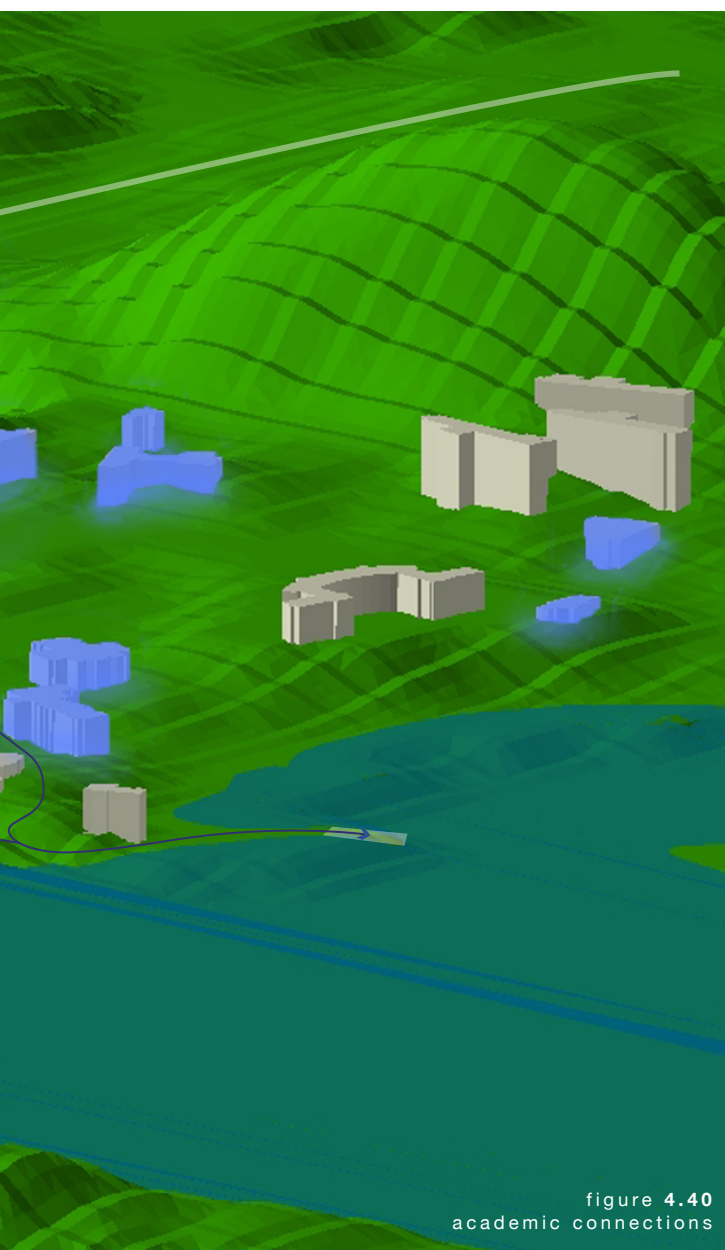


figure 4.40
academic connections

Academic daytime connections to Lake Waban

Efforts to analyze connectivity to the lake edge must begin with program use and location of populations. In the daytime during the academic week, activated buildings are academic buildings and athletic structures.

Classes utilize the few small grassy areas along the lakefront during the day. Connections from academic buildings to specific locations along the lake are shown here. See figures 4.40-4.41.

The path at the lake edge should reinforce the level of connectivity needed between academic and athletic structures during the daytime.

view of green beach, with closed pedestrian access to lake waban



figure 4.41
green beach

CONNECTIONS

Residence Hall evening connections to Lake Waban

During evening hours students transition from the academic structures and athletic fields and facilities to their residence halls and outdoor open spaces for recreation.

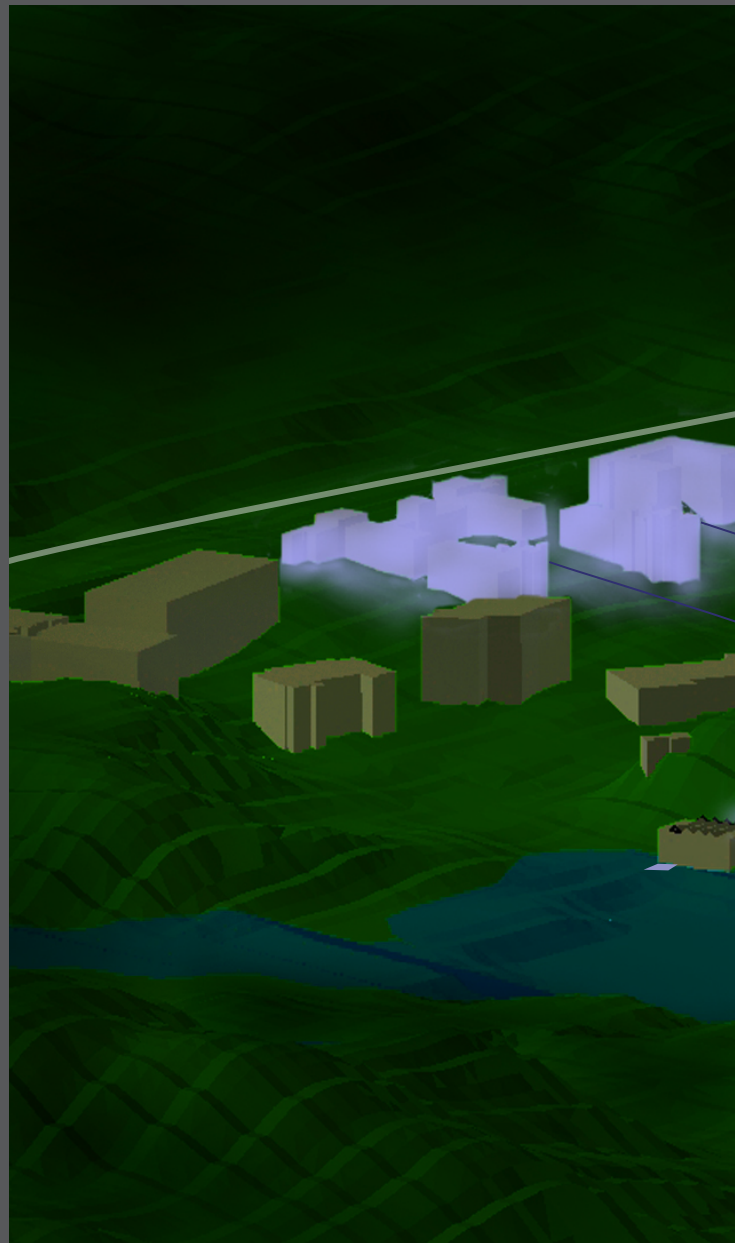
It will be critical to be conscience of the evening program, understanding that social interactions, club activities, academic studying, major social events and professor-student mentoring mostly occurs in the evening hours.

Connections from residence halls to the lake should be strong along the water and specifically at the junctures of residence halls. See figures 4.42-4.43.

view from tower court to lake waban



figure 4.42
tower court



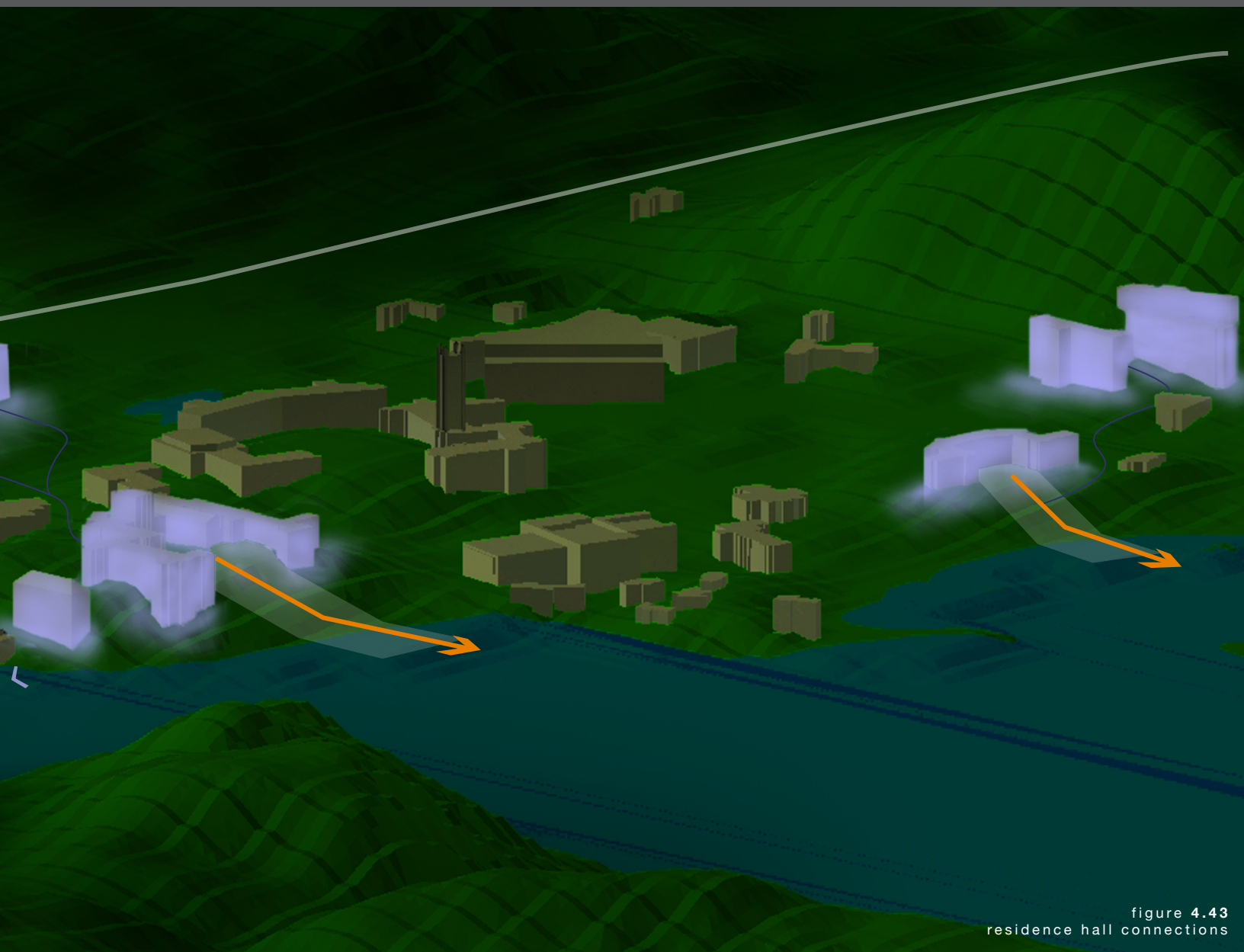
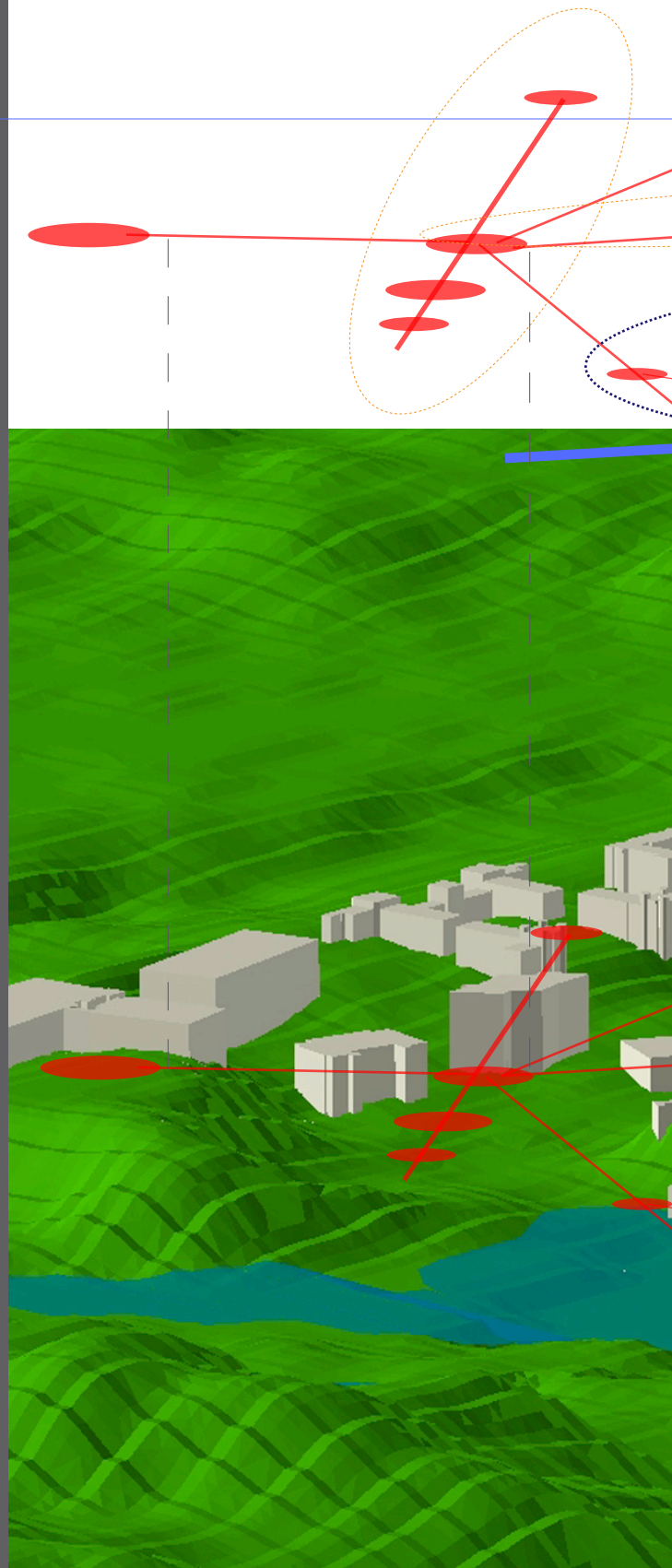


figure 4.43
residence hall connections

CONNECTION
ZONES OF
ACTIVITY

THE LAYOUT OF THE CAMPUS CREATES ZONES OF SOCIAL ACTIVITY AND CONNECTION

A campus community thrives when there are welcoming places for intellectual and social interaction strategically located on campus. Facilities that afford a high level of interaction, such as student services, residential study halls, and open space plazas, at crossroads and other highly visible locations on campus animate space and foster community (Chapmann, 2006). Three specific zones of interaction exist on the Wellesley campus. The lake edge is a zone that holds strong potential to be one of the strongest corridors of interaction on campus. See figure 4.44.



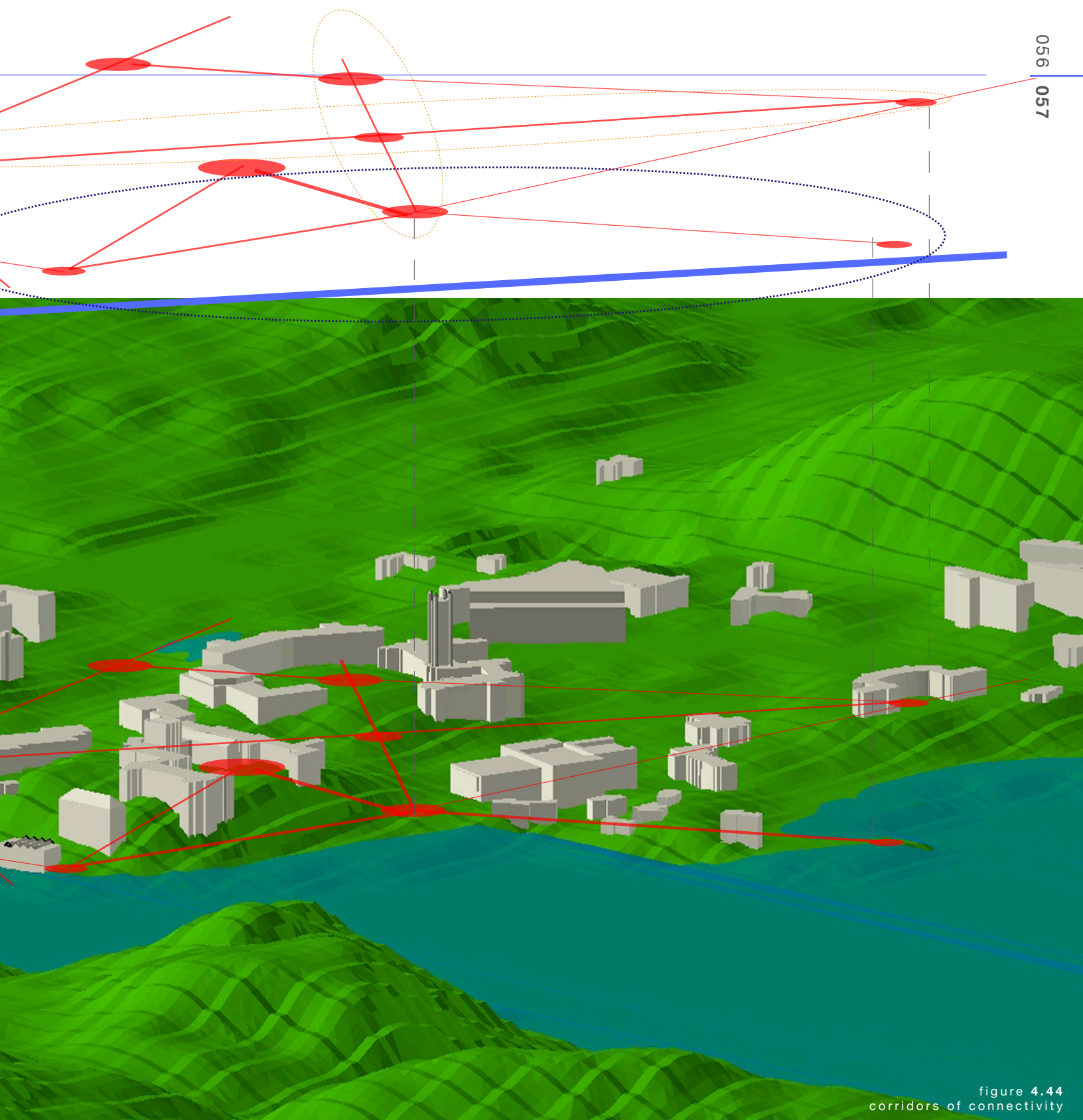
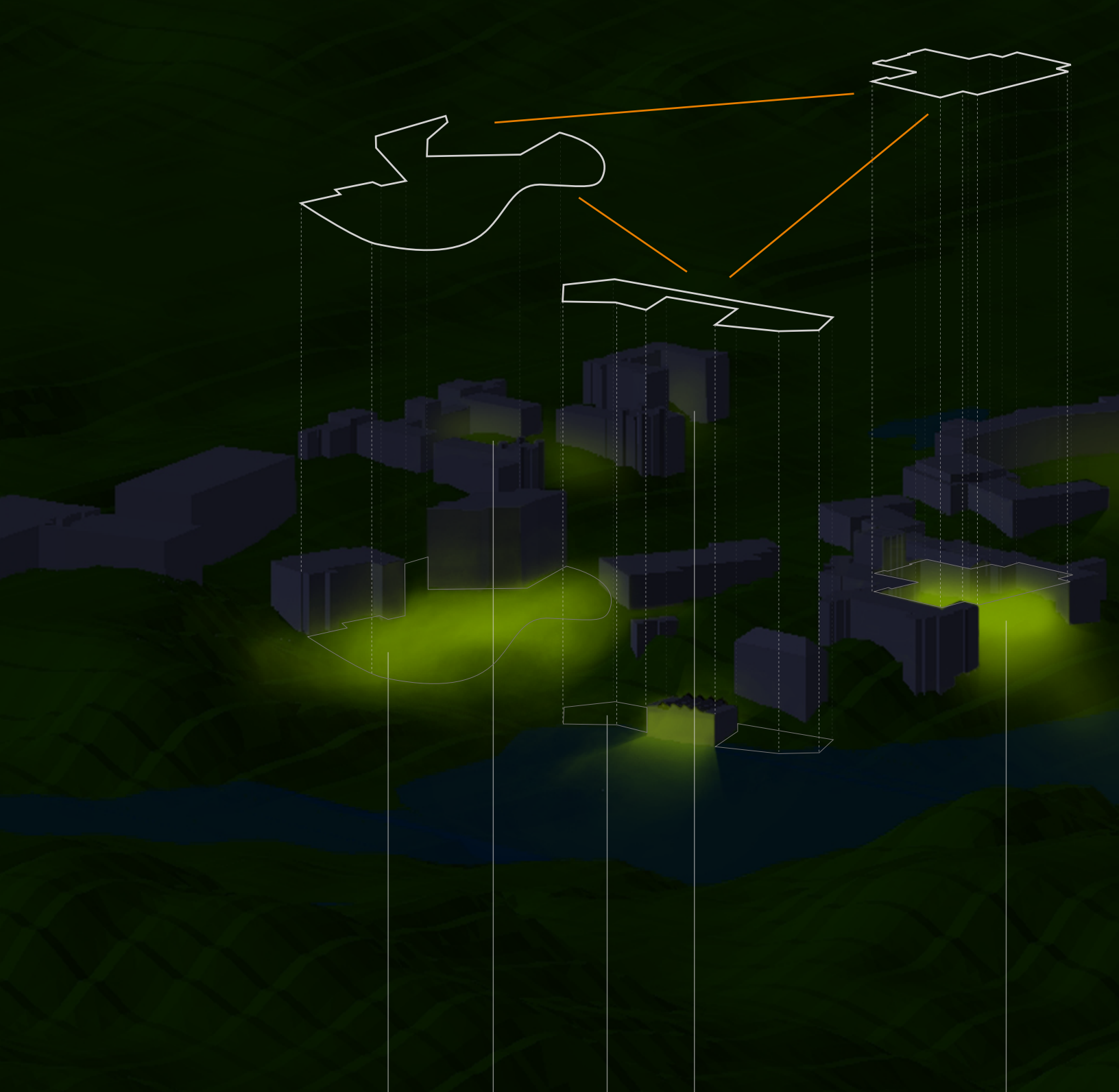


figure 4.44
corridors of connectivity

SOCIAL SPACES



Much of the unique character of Wellesley is attributed to its physical layout. Buildings are traditionally placed on hilltop nodes, allowing the movement of the pedestrian and natural systems through the valleys. Because of this stipulation, campus organization is rather scattered, and disorienting. Campus quadrangles and courts characterize a number of campus centers, furthering a disconnect of campus populations as students and faculty are scattered around campus throughout the day and evening.

Two spaces hold acclaim as being the most significant and frequently used open spaces for social and academic activity. Tower Court and Alumnae Valley hold the majority of campus functions. However, there is a need for a third center, on a smaller scale and offering a complementary program. See figure 4.45. The Boathouse location offers the strongest potential for where the campus community can come together, and engage its lakefront.

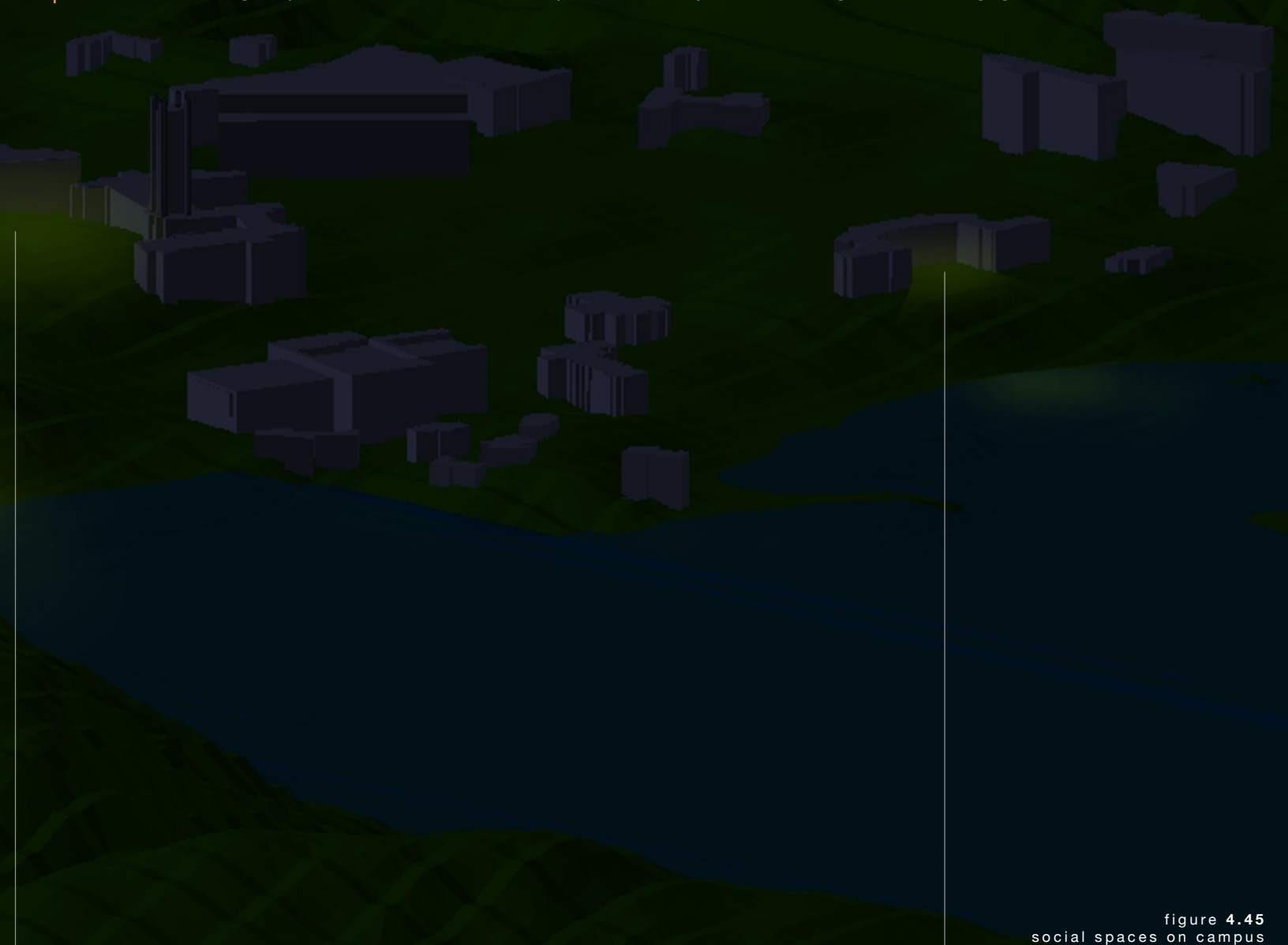


figure 4.45
social spaces on campus

CONNECTION

Organization of
STRUCTURES TO WATER

Wellesley's proximity to a body of water allows for a number of spatial orientations for buildings. Like Harvard University, Wellesley has clusters of buildings oriented to a body of water. The u-shaped form of buildings is characteristic of an early 20th century planning effort on the part of Harvard and Wellesley to connect visually and physically to the water. See figures 4.46-4.47. Building orientations should be enhanced by strengthening the interaction with the lake edge. Additionally, the introduction of a strong linear pedestrian way will enhance interaction and vibrancy of the campus.

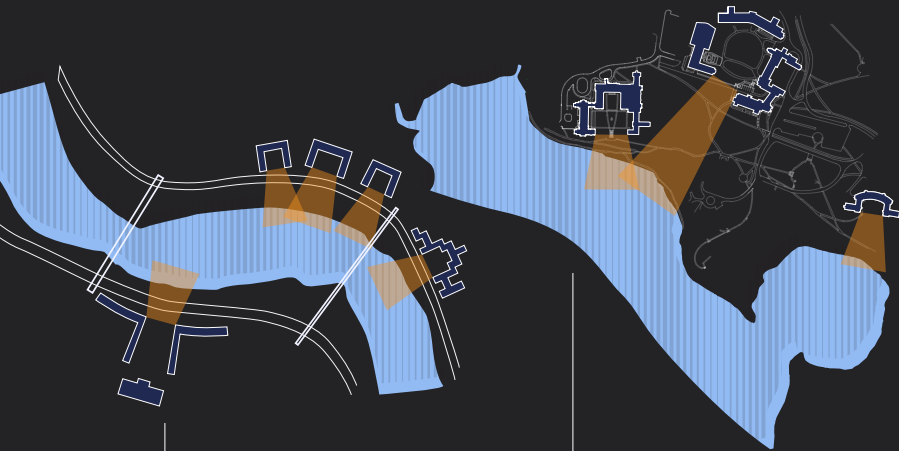


figure 4.46
harvard to the charles river

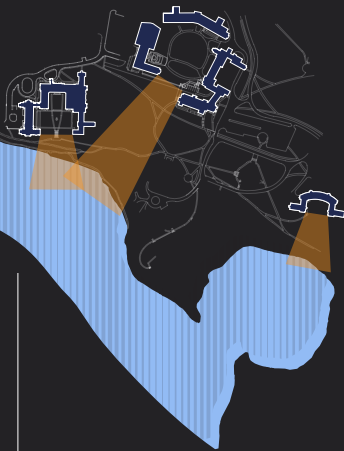
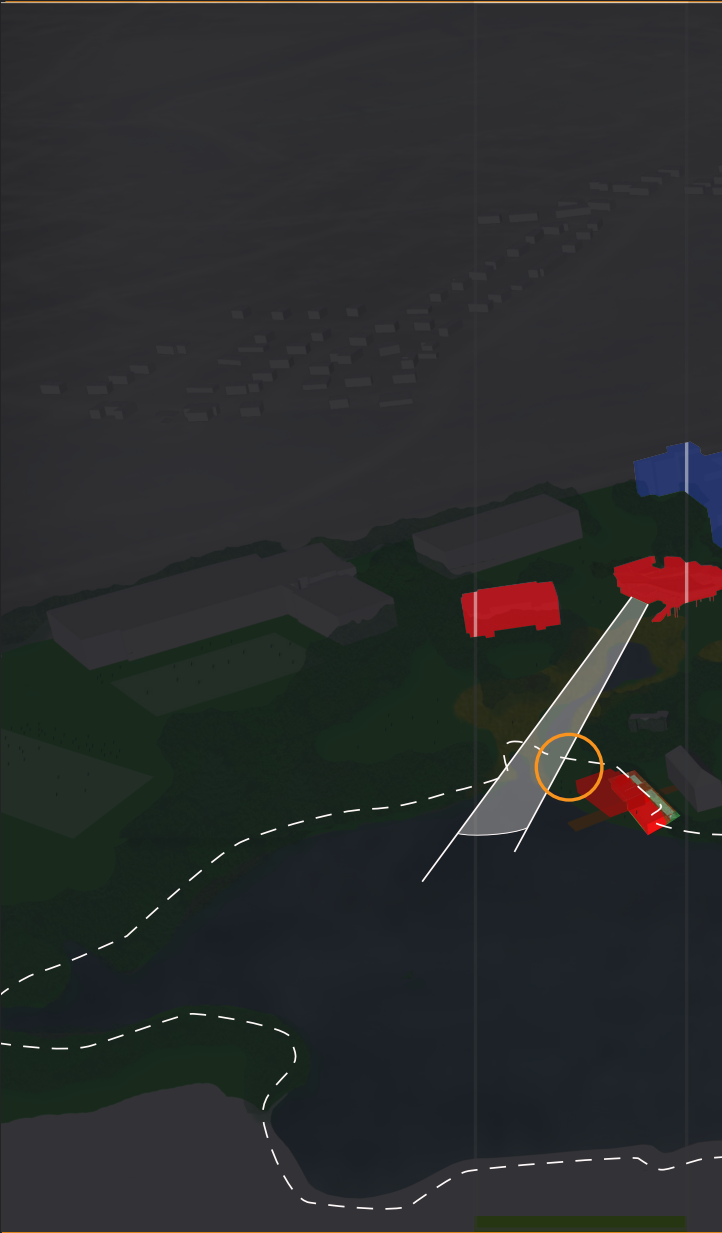
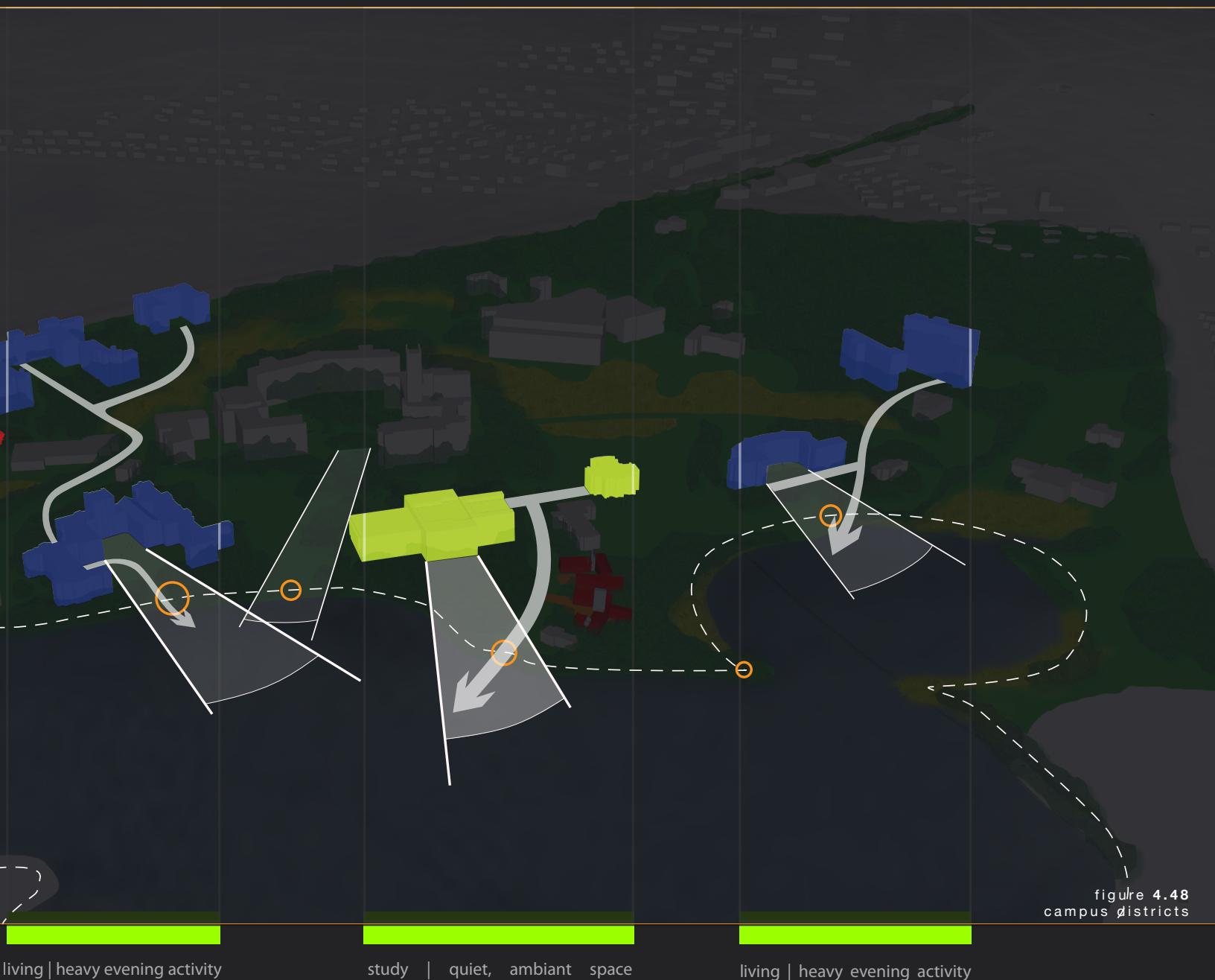


figure 4.47
wellesley to lake waban



The campus buildings, because of topography, are arranged in zones or clusters. Residence hall clusters are intermixed with Academic and Cultural clusters. To further enhance the vibrancy and collaboration among students and faculty, the plan seeks to create a strong pedestrian corridor along the lake edge to connect campus districts. See figure 4.48.



VIEWSHEDS

Delicate and Deliberate

LAKE WABAN VIEWSHEDS

It is critically important to understand and analyze the views from hilltop structures and specific spaces within their respective buildings. The specific spaces and viewshed of Lake Waban from specific locations on campus is very sensitive, given the amount of viewable lake surface, distance beyond and clarity of view.

Historic development of campus was delicately and carefully determined in relation to the viewsheds to Lake Waban. Careful consideration and maintenance has been implemented to ensure specific viewsheds are preserved, extending a visual link between land and water, man and nature. See figure 4.46.

Any design and intervention along the lake edge should correspond sensitively and adhere to viewsheds outlined in the 1998 Master Plan.

Additionally, where viewsheds from hilltop nodes intersect with the lake edge, there are potential connections that may be more critical than the viewsheds themselves. Therefore, physical connections to the lake will occur along specific viewshed corridors.



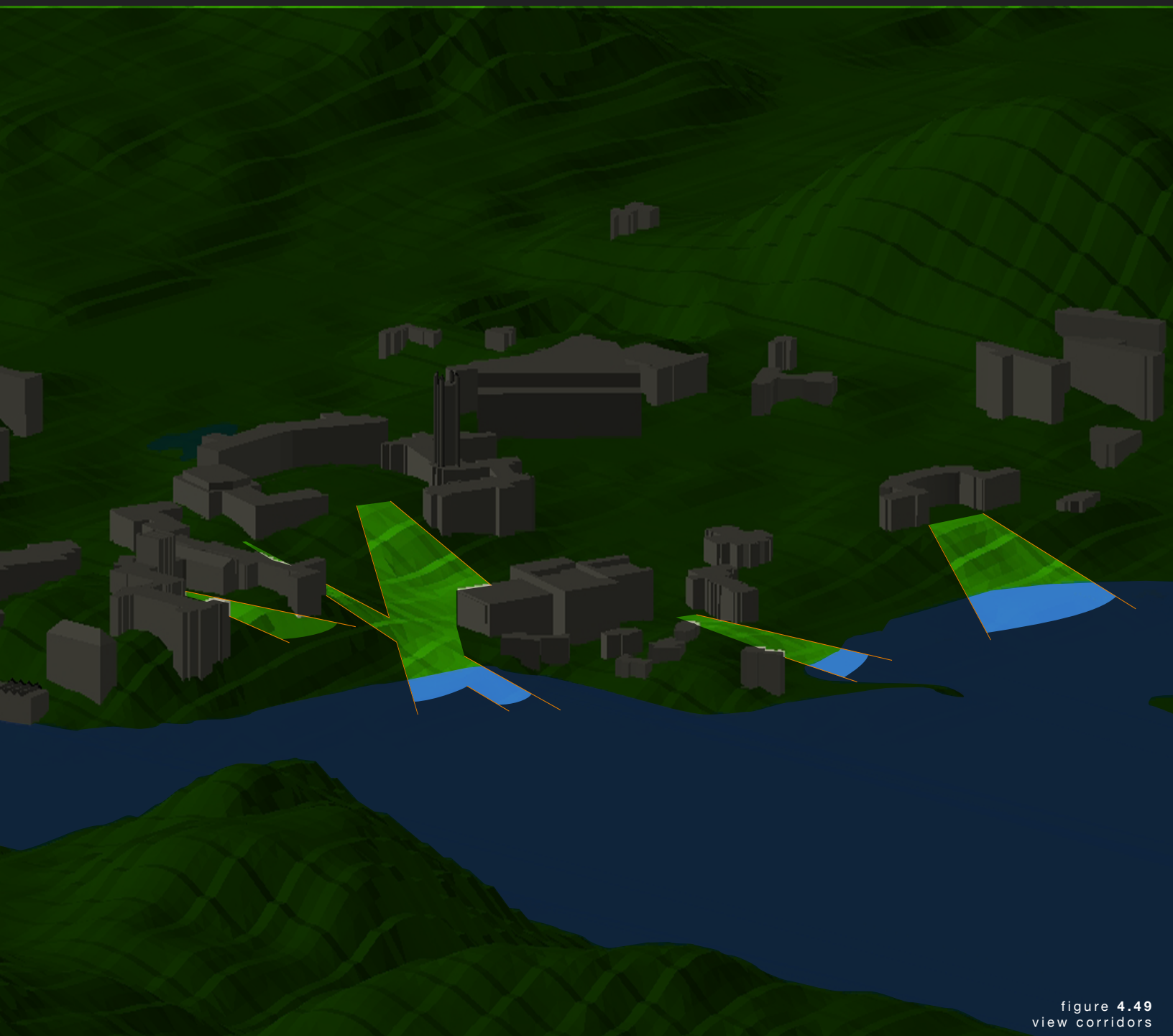


figure 4.49
view corridors

VIEWSHEDS

Views to Lake Waban from **WANG CAMPUS CENTER**

Here, the view from the third level dining terrace in the Wang Campus Center is characteristic of the delicate viewsheds. A 125' wide viewshed gives a hint of the expansive Lake Waban.

The orange line shows the location of the existing Boathouse, which is outside of the viewshed. See figure 4.50. If any structure were to impede the space, the view would be remarkably reduced and have potential conflicts in architectural presence. It will be critically important to be sensitive to all campus viewsheds.





figure 4.50
alumnae valley view analysis

C L I M A T E

WELLESLEY, WITH ITS NORTHERN LOCATION EXPERIENCES LONG, COLD WINTERS

Assuming that a comfortable temperature for outdoor activity is 70 degrees, Boston, MA on average is above 70 degrees four months of the year. June, July, and August and September.

Therefore, seven months of the school year, or 70% of the ten month academic year is spent in temperatures below 70 degrees (weather-data.com). See figures 4.51-4.52.

It is imperative that proposed design initiatives reflect the harsh winter season. Implementation of multi-seasonal program initiatives and flexible spaces will be critical to the overall success of future cultural, academic, and residential spaces at Wellesley College.

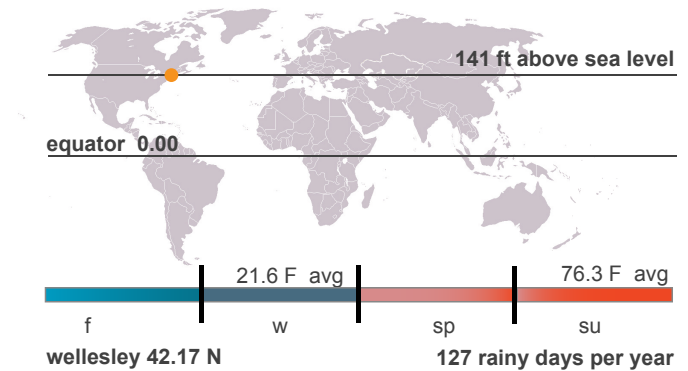


figure 4.51
regional climate

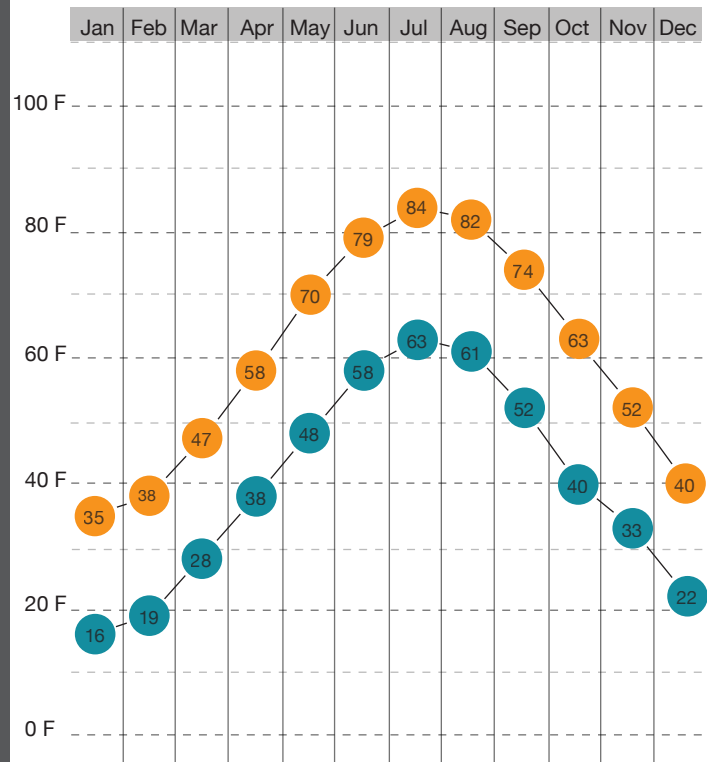


figure 4.52
local weather averages

Enduring Materials

prevalance	little use	prevelant		
cost	cheap	expensive		
durability	weak	strong		
location distance	50	100	250	500+

Although no physical design should ever be based on materiality alone, it is part of the equation to create a wholistic, unified campus landscape. While much of the campus is characterized by red brick, Indiana limestone and Vermont steel grey granite, the recently completed Wang Campus Center utilized characteristic materials in new ways. Materials should be studied for their potential, durability, cost, location of manufacturing, etc. See figure 4.53.

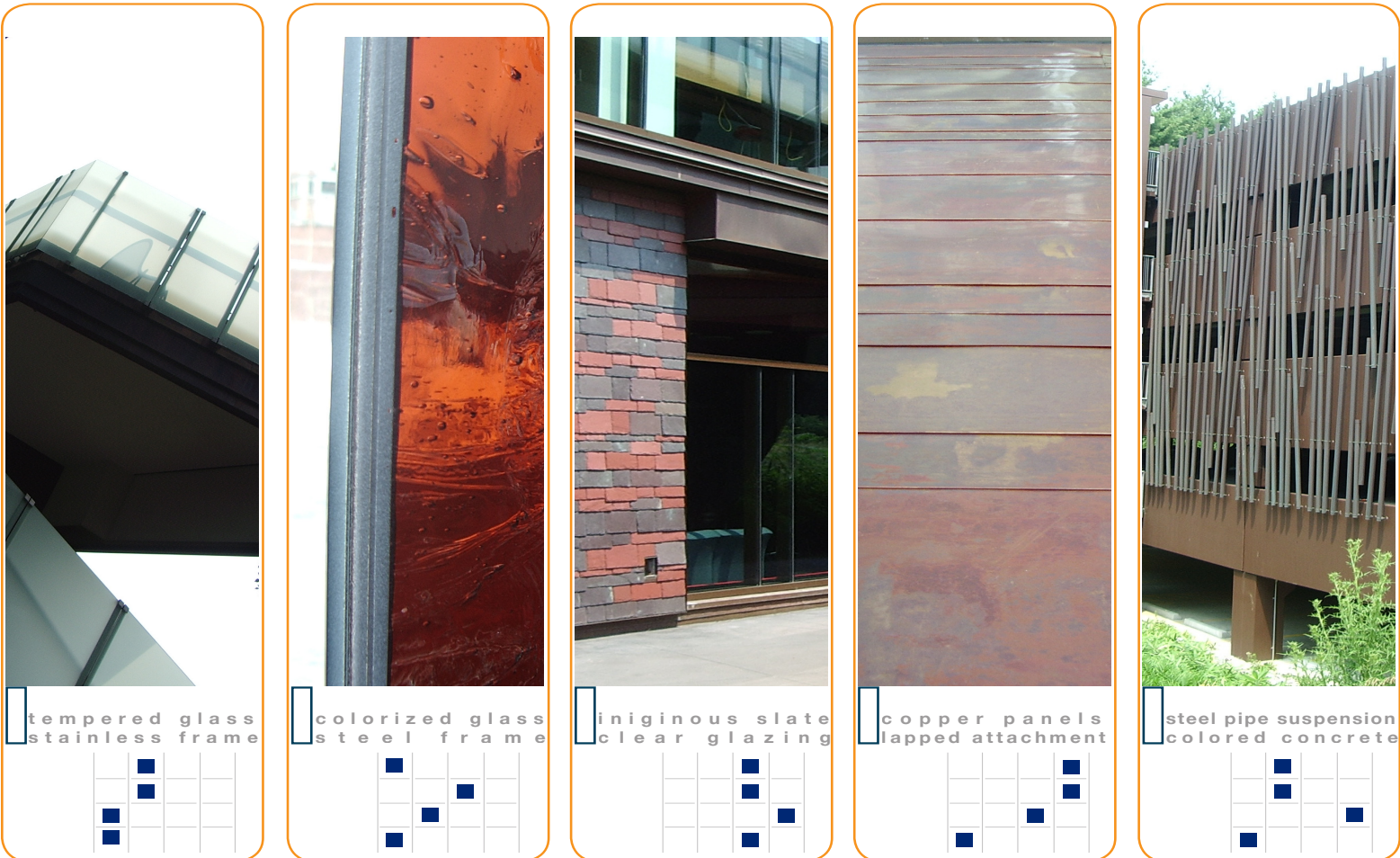
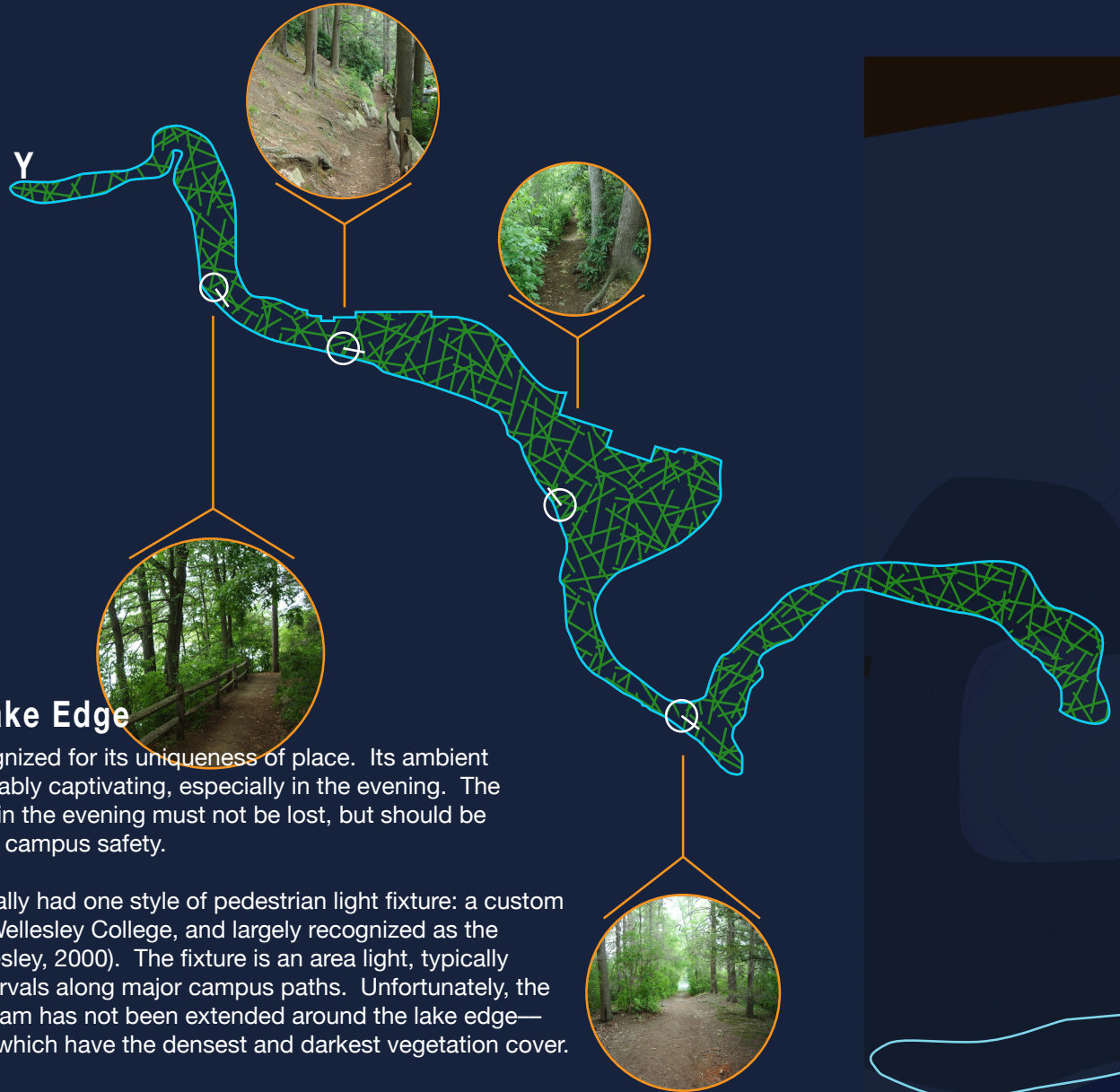


figure 4.53
campus material analysis

S A F E T Y



Lighting the Lake Edge

Wellesley is well recognized for its uniqueness of place. Its ambient atmosphere is remarkably captivating, especially in the evening. The ambiance of campus in the evening must not be lost, but should be addressed in terms of campus safety.

Wellesley has historically had one style of pedestrian light fixture: a custom lamp specifically for Wellesley College, and largely recognized as the Wellesley lamp (Wellesley, 2000). The fixture is an area light, typically spaced at 60 foot intervals along major campus paths. Unfortunately, the campus lighting program has not been extended around the lake edge—locations on campus which have the densest and darkest vegetation cover. See figure 4.54.

Because Wellesley is an all-female institution—and given its geographic location to Boston—links and connections along the lake should be addressed and designed in a more appropriate manner.

conceptual design for forest lighting. rather than standard fixtures, which disturb natural habitat - forest lighting must be sensitive, while also providing extensive light for safety



figure 4.54
campus lighting analysis

REMEDIATION

Working to restore the landscape

Over the course of the past five years, Wellesley has closed access to one of its greatest assets, and cherished traditions. Pedestrian access to Lake Waban was deemed illegal per order of Wellesley College Police which results in a further disconnect from Lake Waban.

Public and private organizations have completed extensive research into the dumping of chemical materials into the Lake Waban waters from 1920-1949. Wellesley purchased a previous paint factory just to the west of the boathouse location, and has begun extensive remediation of sediment in lake waban. Areas affected are restricted to the west side of Lake Waban (wellesley.com). Traditional swimming areas are illustrated here where remediation has occurred, as well as future connections. See figures 4.55-4.56.

The design should be sensitive to the contamination and work to help remediate the problem.



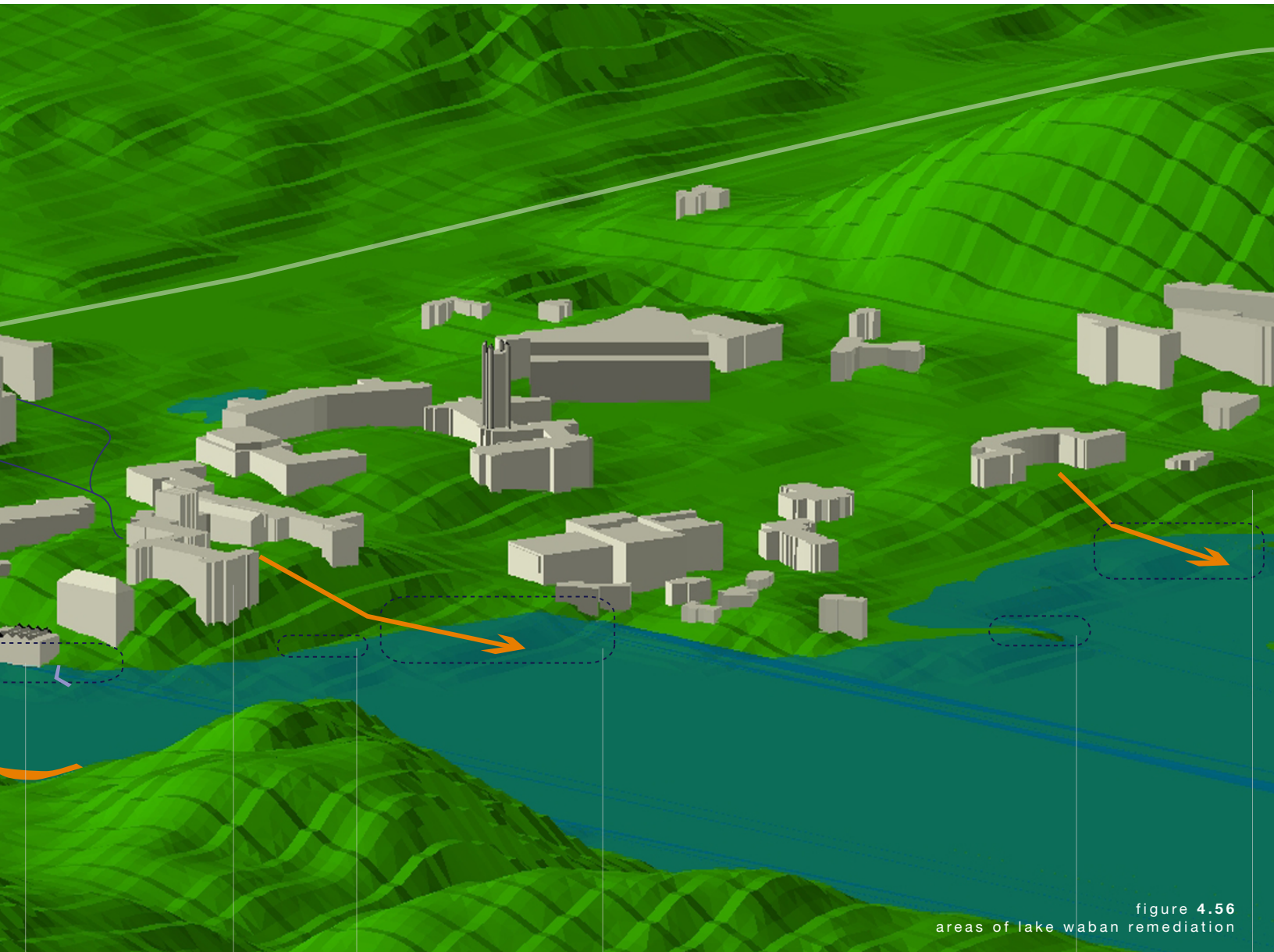


figure 4.56
areas of lake waban remediation

Z O N E S

Issues related to structures and organization

ALONG THE LAKEFRONT

The dilapidating condition of the Boathouse and haphazard landscape create a bleak space the edge of Alumnae Valley. The strategy is to replace the Boathouse with a new structure and connective landscape to serve a much larger program. See figure 4.57.

The cluster of society houses are organized in a random, irregular pattern, in contrast to the rest of campus. The scale and architectural typology of the buildings—along with a dilapidated condition—create a bleak space adjacent to Clap Library. The plan seeks to re-organize society houses to the East of the access road, with restoration to the Library landscape and re connectivity to Lake Waban. See figure 4.57.

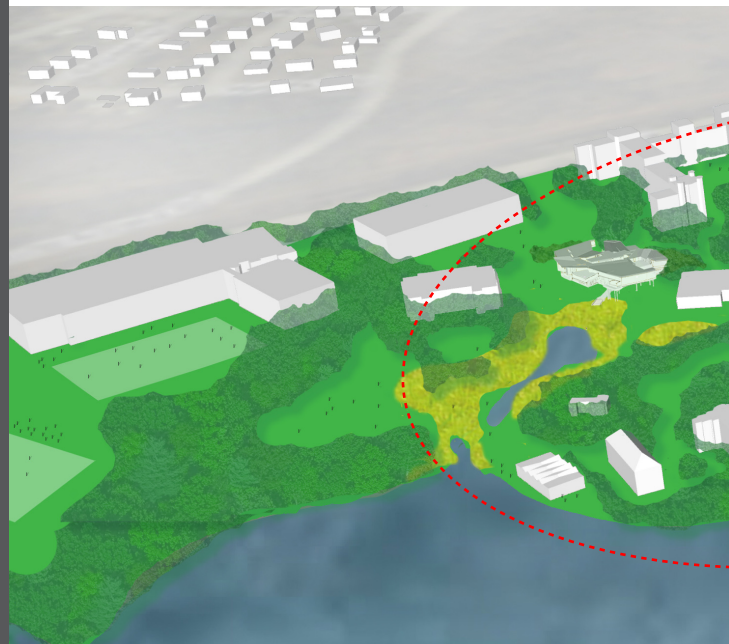
The landscape between the Tower Court and Stone-Davis residence halls has great potential to engage the lakefront. Currently, there are no paths, seating spaces, or gathering areas at these junctures. See figure 4.57.

The Wellesley campus, due to its unique siting of campus buildings, is a disconnected campus, socially, from East to West. The East campus, with a higher density of buildings, is separated from the West campus by a long meadow adjacent to the science buildings. The distance (roughly 1500 feet) which separates residence halls to academic buildings creates a strong disconnection. The plan seeks to connect these areas of campus through buildings, strategic outdoor spaces and strong pedestrian connections along the waterfront. See figure 4.58.

1

2

3



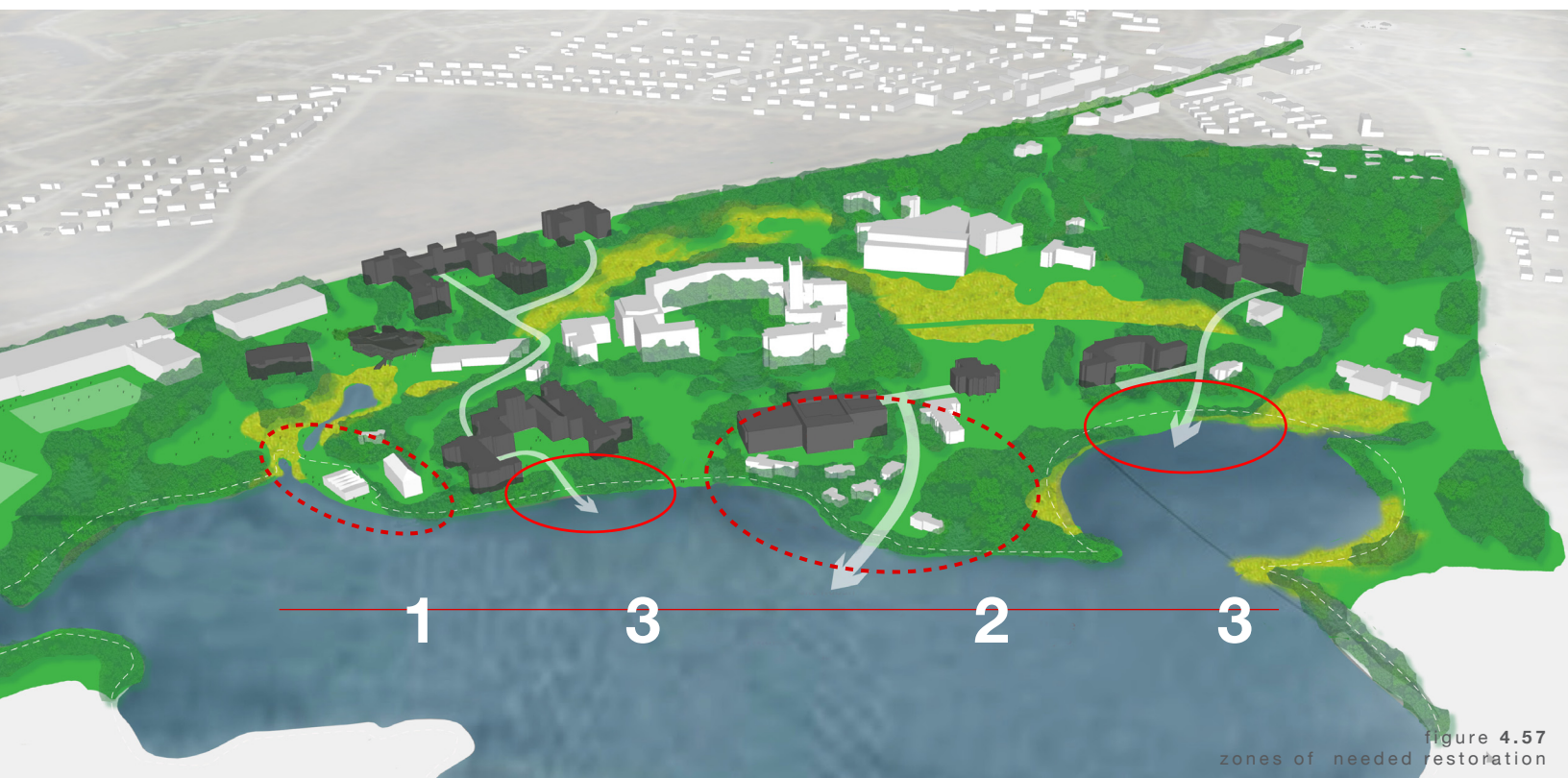
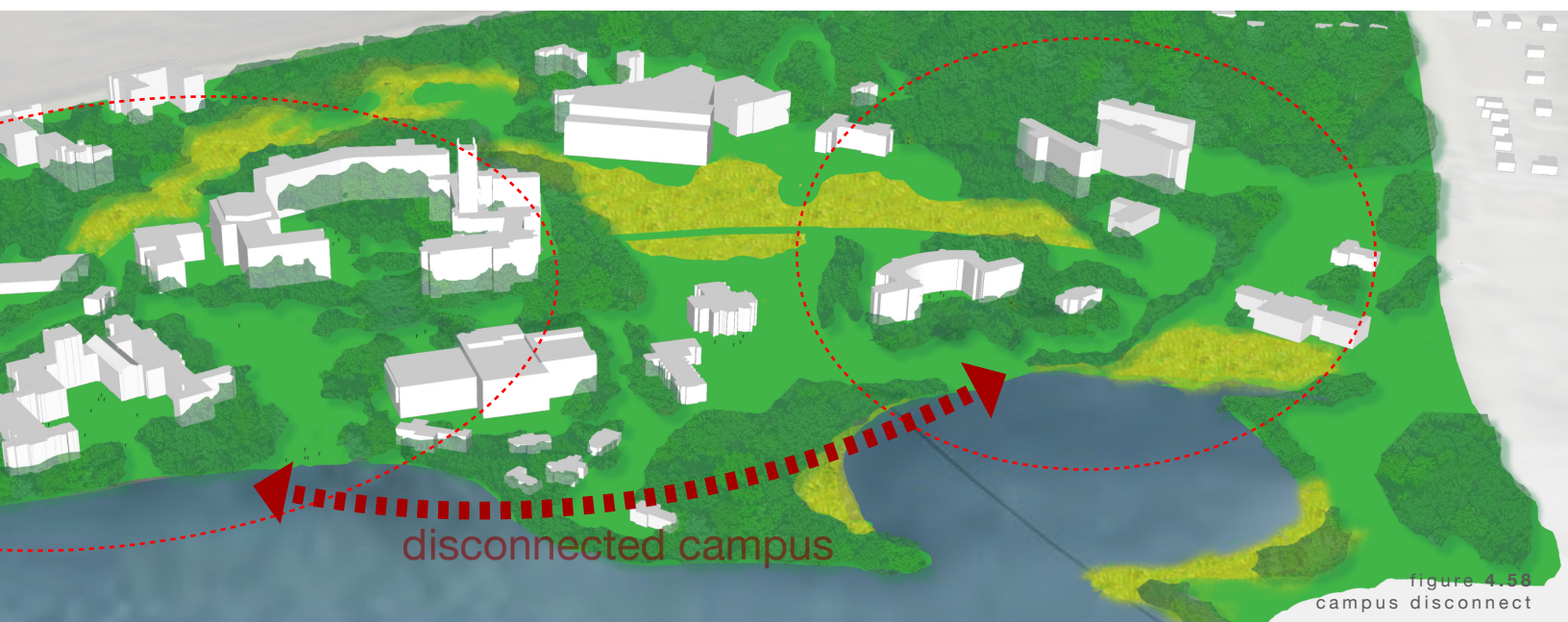


figure 4.57
zones of needed restoration



disconnected campus

figure 4.58
campus disconnect

CONCEPT

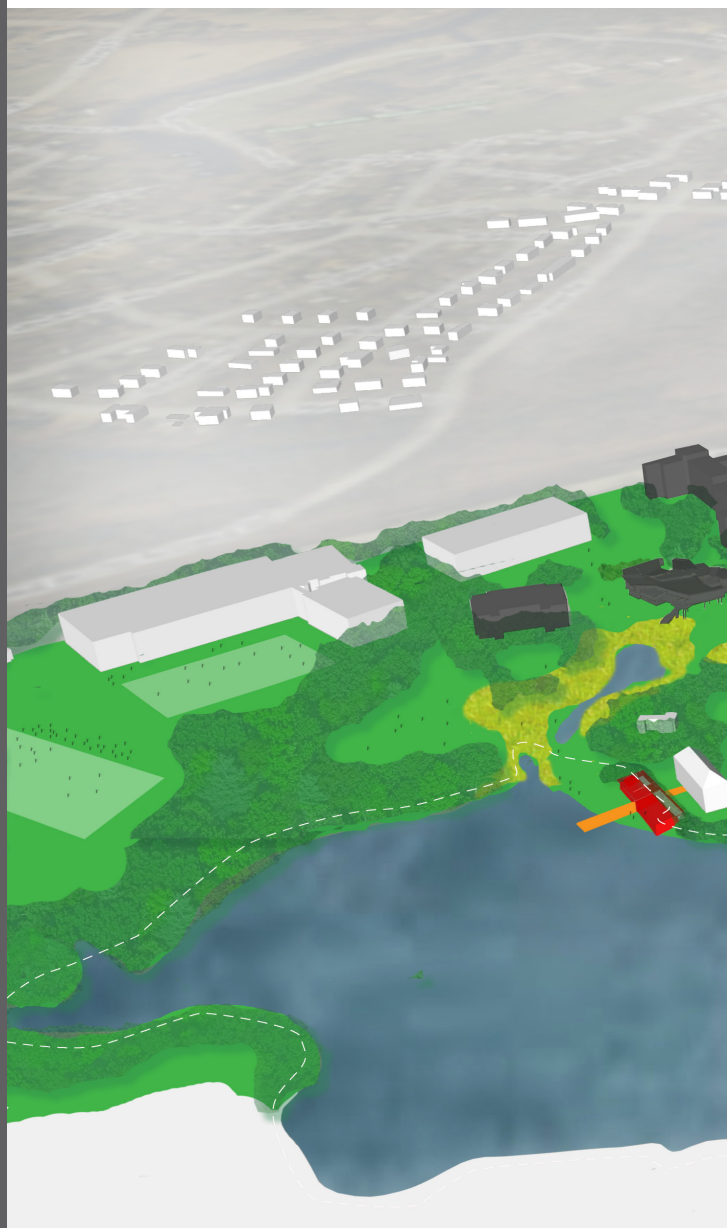
Connecting the campus community

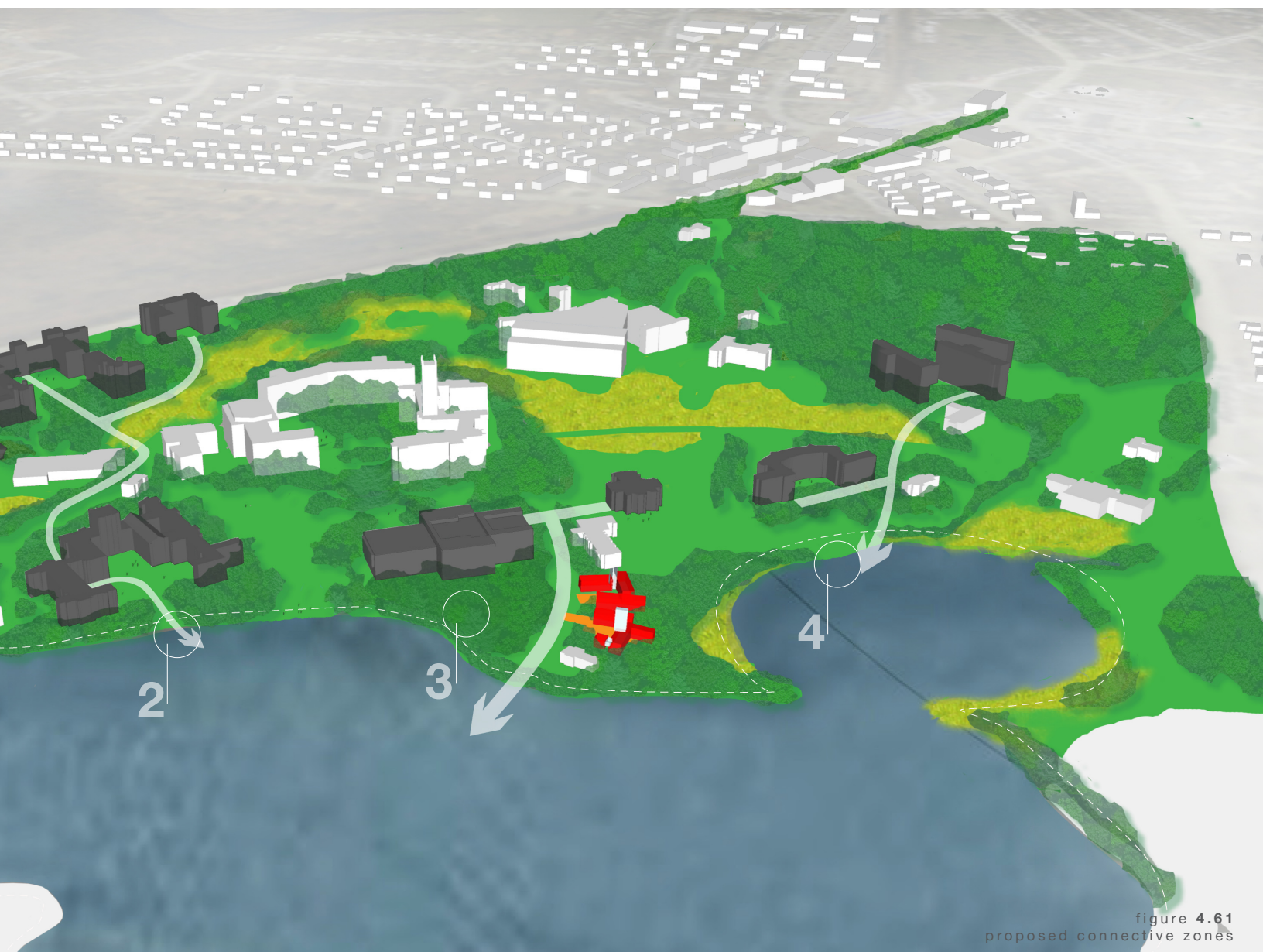
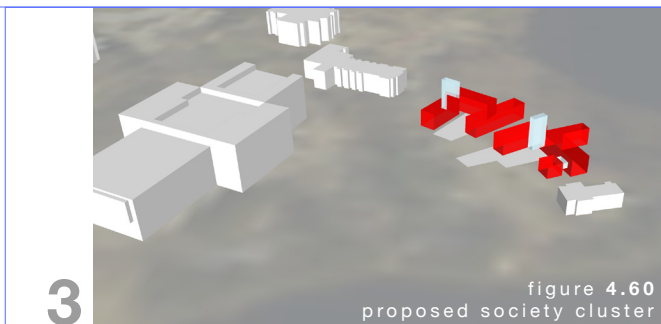
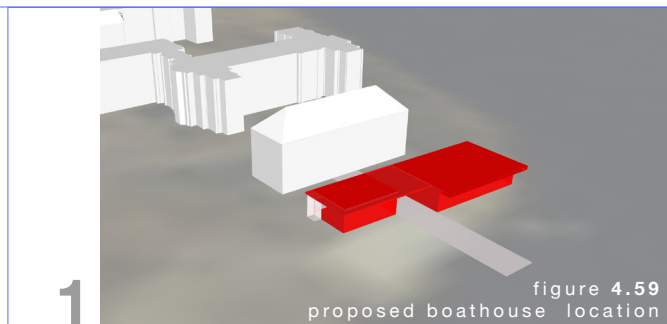
TO LAKE WABAN

To establish a strong level of engagement and connectivity to the lake, the plan proposes a regeneration and restoration of the entire North Shore of Lake Waban.

To achieve this, the plan addresses four critical areas of redevelopment and restoration:

- 1** Create a new boathouse, plaza and docks adjacent to Alumnae Valley as a central, iconic open space for Wellesley. See figures 4.59-4.61.
- 2** Provide access to Lake Waban directly from Tower Court through the creation of connective paths and stairs and docks. See figure 4.61
- 3** Re-Alignment of society programs and facilities with new structures and spaces to the East of the access road with connective plaza spaces to complement society programs. See figures 4.60-4.61.
- 4** Provide connective corridor for West Residence hall and Stone-Davis to Lake Waban, Societies and Clapp Library. See figure 4.61





05 Welleslev Vision: A Manifesto



1 The Wellesley Vision

The charge is to develop a vision and a design that is respectful of Wellesley's history. It is important to seek the elements that make Wellesley a special place. When people typically think of Wellesley, they're quick to think of the icons of its campus—tall gothic towers and its glaciated landscape on a small, pristine lake. There is a misconception that Wellesley is represented by a single architectural style which holds it together, when in fact, while Wellesley has a majority of structures in the style of Collegiate Gothic, the college has a variety of buildings, which are held together by the landscape - and more importantly, tied together by the idea of Wellesley, the idea of the way in which it seeks to impact the world.

The Wellesley campus is not defined by a single building, style or geometry, but rather an ensemble of everything. Wellesley's campus is also not defined by materials either. When people think of Wellesley they think brick and ivy buildings. While materials are part of the equation of place and an expression of regionalism, Wellesley is about much more than that.

Let us not be ignorant in seeing that the most important thing is that Wellesley is a remarkable institution—a place to which the entire goal is for its graduates to have profound impact on the world; that idea holds it together.

2 Architectural Expression: Manifesting values

Many people have referred to Wellesley as having a "timeless" presence to it with its gothic buildings and historic, old, worn patina structures. But in assessing the thinking of the administration, and of the students at the time when those buildings were built — they were looking to create innovative and contemporary buildings and landscapes for their time. In terms of architectural expression, Wellesley has been a place with a vision for the contemporary, continually striving to express itself in its physical form the way it expresses its mission.

It was contemporary thought, highly challenged in the 1920s for the school to establish a more complex, and dignified architecture, the style now termed "collegiate gothic" - echoing forms of the medieval era. It was contemporary in the 1960s when the school built the Davis Museum which was developed at a time that Bauhaus developed its theory of modern architecture. It was contemporary in 2004 when Wellesley contracted Mack Scogin, Merrill Elam Architects with Michael Van Valkenburgh to create the stunning contemporary structure and landscape which is now the epicenter of culture at the college.

In creating contemporary architecture and landscapes, the challenge will be to achieve a meaningful and appropriate form and space. To achieve that, it seems scale and site location will be the important factor. At Wellesley, much of the campus is more about size and scale, having a higher value than architectural expression. Whatever happens at Wellesley in the future, it should be respectful and appropriate to the scale of Wellesley's buildings and delicate landscape.

Wellesley must accept a certain human scale in the buildings and the glaciated landscape. Future development should not try to realize any future buildings which ignore public space. Rather, create an ensemble of buildings in a familiar scale, not only because it is like the scale of Wellesley, but more so that it is a human scale. The scale is manageable, it is human and pedestrian-friendly.

3 Still Missing A search and rescue:

While founded over 130 years ago, the campus today is still somewhat puzzling and disorienting. Some spaces and structures have a grandeur and complex level of design and character, while others do not represent Wellesley at all. The areas of campus that lack in representing Wellesley are in the very locations which should evoke the strongest representation—at the lake edge.

Along Lake Waban, there is something about the buildings and landscape that gives the feel of a youth summer camp. The campus buildings and uses are so spread out that the campus is missing a critical social node, one that is consistently full of life and action. Some element of this character gives Wellesley its uniqueness but also leaves much to be desired. Wellesley has a number of locations for students and faculty to spend time relaxing, studying, or performing. The issues comes in that the places students and faculty choose to populate are all over the campus. How people bring life into these spaces is important, but it is also important that the school have a forum or promenade—a main gathering space—and given the positioning of its arrangement, perhaps the Lake is the place to bring everyone together.



figure 5.4



figure 5.5



figure 5.6



figure 5.8

4 A sustainable future: here and now.

Wellesley needs to look at this as a future campus, and the perspective it should take is over the next 50 years. Within the next 50 years our energy prices could quadruple, so we have to look at how we can make new facilities and landscapes so efficient that the college can actually afford the buildings decades from now. Wellesley should also look at the master plan, at mixed use and the way that people will live, work, and study.

The Wellesley projects should be a showcase of what is possible, reasonable, and doable. Wellesley's approach to sustainability should be pragmatic. It should be affordable and add qualities. It began with the Wang Campus center and Alumnae Valley. The college must further the initiatives with the next phase.

To build a sustainable campus is a great opportunity and a huge responsibility. After all, it is the College that sets the tone in research, in economy, in so many disciplines. The College should also set the tone in sustainability and architectural quality. To quote Perry Chapman "What becomes of the college and university campuses in the twenty-first century will say much about what is to become of all American places."

5 The future expression of Wellesley:

As Wellesley contemplates its future, what it might look like, the college must first ask itself what is Wellesley about, and the answer is, it is more than just gothic buildings and forested landscapes.

The college must analyze what is Wellesley? What does it mean for your core value to be that your graduates be influential in the world—to be leaders, innovators, agents of change? The college can succeed in any endeavor it seeks if it can envision buildings that are flexible in use and will last 100+ years and are a true witness to our time. Discussions about it should be brick, should it have columns, should it have glass or concrete. That's not it. The challenges and opportunities are greater. This is a college that has produced much knowledge and women who have benefited the world, and that should be reflected at Wellesley for future generations as a testament. Keeping that in mind is a good place to start.

06 Framework: Convergence

D E S I G N

A Vision for Lake Waban as **GATHERING SPACE**

FRAMEWORK

The vision for Wellesley College is grounded in a rigorous analysis and assesment of the campus community, culture, history and traditions, physical space and connections, and potential. From the analysis, the key principals of the vision are:

- Create a more visible level of student life
- Establish campus promenade along Lake Waban.
- Strategically provide a sequence of gathering spaces along Lake Waban.
- Strategically provide connections to engage Lake Waban at specific campus nodes.
- Re-establish Clapp Library and its surrounding landscape as the academic heart of Wellesley College.
- Establish a higher level of safety and comfort.





figure 6.0
framework plan



Create Promenade along lake Edge

The lakefront promenade seeks to establish a strong circulation spine from the Stone-Davis residence hall to the Alumnae Valley to connect, engage and converge the campus community. See figure 6.1.

Because current social gathering spaces, circulation spines and buildings are scattered among the campus, the promenade unites and establishes clarity, while providing outdoor space to gather.

As previously noted in the analysis, the east-campus residence halls of Stone-Davis and East Quad are socially, and physically detached from the campus community. The provision and extension of the promenade will seek to engage and connect the residence hall communities of east campus. The promenade will help unify and connect a campus of parts.

This circulation link, because of its location, will become the predominant circulation spine for students traveling to and from the Athletics Complex and fields, Campus center, Alumnae Valley, Tower Court, Clapp Library, row of society houses and the east-campus residence halls.

As a strong corridor of circulation and movement, its adjacency to Lake Waban provides opportunity to create a sequence of social gathering spaces along the promenade. The social nodes will provide space for a high level of activity, engagement, teaching, discussion, performance, and study

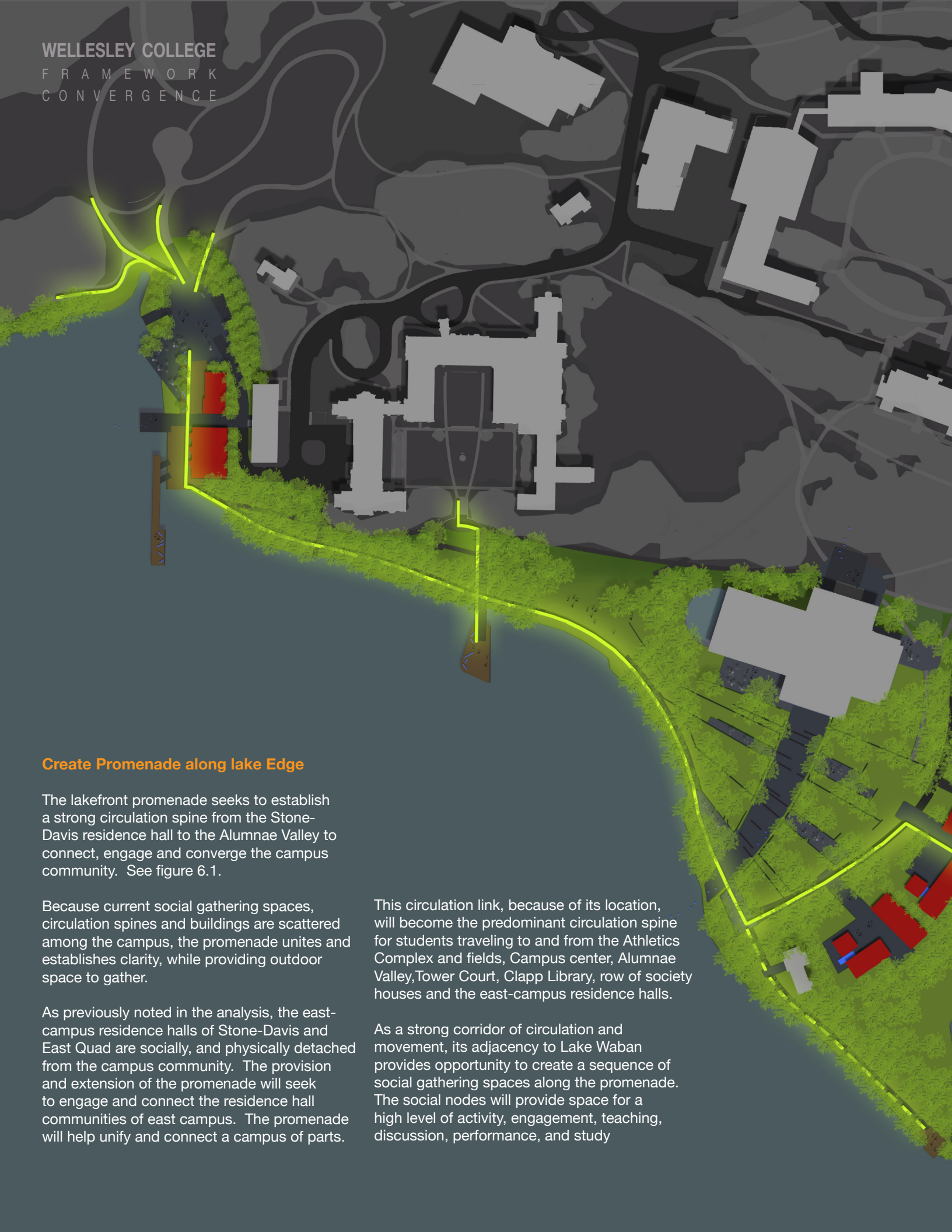
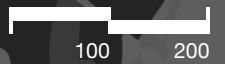




figure 6.1
promenade





A more visible level of student life

The intention of the planning and design process was to create an environment that would foster dialogue and transparency, encourage interdisciplinary collaboration, and promote active and engaged learning.

Outdoor spaces should be as significant as indoor spaces and should embody a full range of interactions, from the contemplative walk along the promenade to the ceremonial gathering, from the small group to the college-wide gathering.

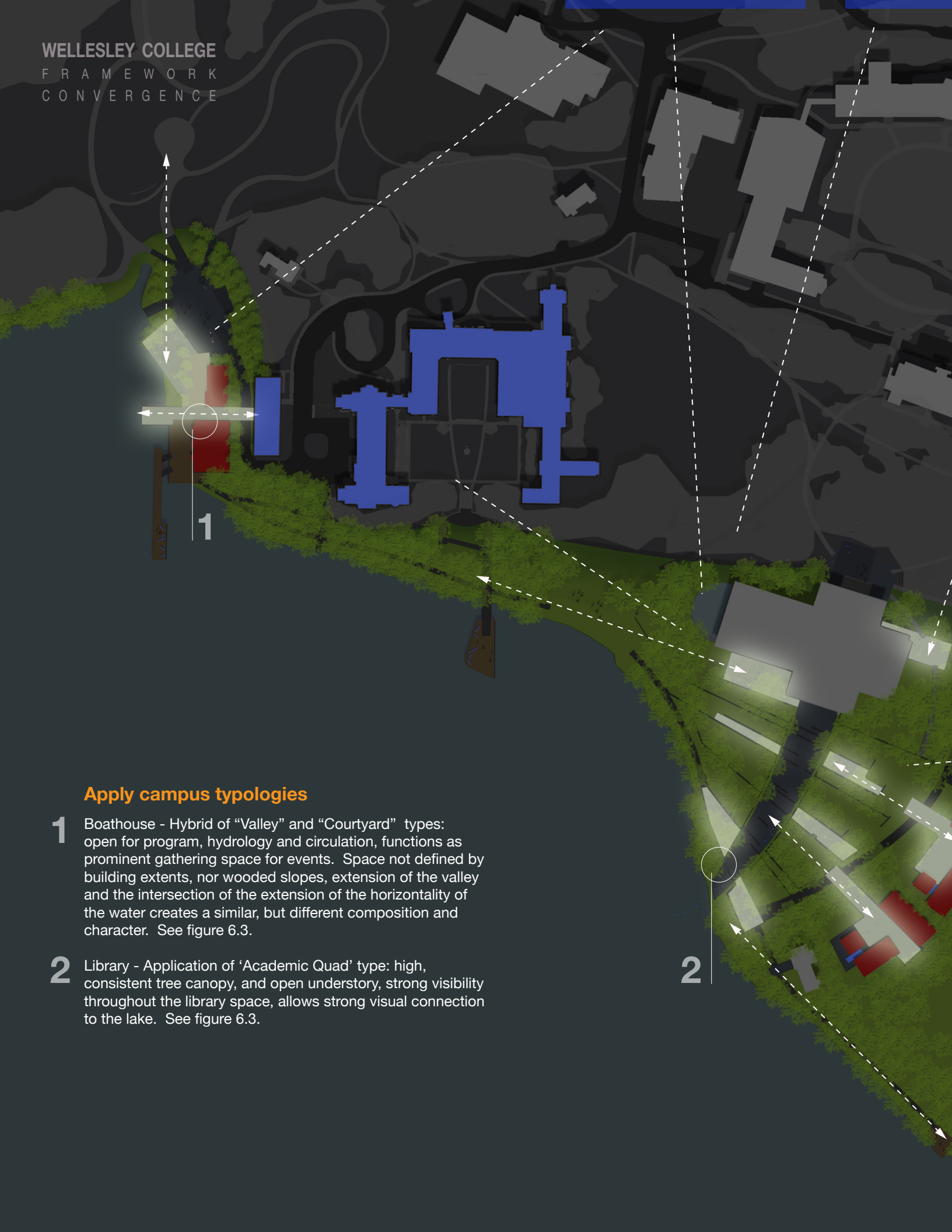
By providing a corridor of gathering, teaching, relaxing and collaborating, the campus will see a shift in the level of visible student life activities.

In terms of clubs, organizations, and societies, the addition of flexible space allows for a myriad of outdoor events and gatherings, such as concerts, performances, speeches, movies, and debates. The flexible spaces will serve functions both during the day and evening, summer and winter.

The plan anticipates a new identity and perception along the water — enhancing and strengthening the unique campus character and image. The redevelopment of the lake front will further the Wellesley campus as a model for universities and campuses around the world. See figure 6.2.

y collaboration

connective corridor
resting
group studying
jogging
lawn for passive use
expansive views
walking
relaxing
swimming
quiet study
sailing
docks
sunbathing
wetland



Apply campus typologies

- 1** Boathouse - Hybrid of “Valley” and “Courtyard” types: open for program, hydrology and circulation, functions as prominent gathering space for events. Space not defined by building extents, nor wooded slopes, extension of the valley and the intersection of the extension of the horizontality of the water creates a similar, but different composition and character. See figure 6.3.
- 2** Library - Application of ‘Academic Quad’ type: high, consistent tree canopy, and open understory, strong visibility throughout the library space, allows strong visual connection to the lake. See figure 6.3.

Strategically provide a sequence of gathering spaces along the water.

The expansiveness and serenity of Lake Waban has tremendous attraction to the campus community, and is integral to the character and identity of Wellesley.

To enhance the engagement of the lake, the plan seeks to animate the lakefront as a major social, academic, and recreational element on campus. By providing spaces to gather both over the water and adjacent to the water, Lake Waban will become the prominent campus setting for gathering, studying, performing and relaxing.

Academically, the nodes and campus spaces along Lake Waban provide space for impromptu gatherings of friends, student-teacher meeting space, and class gatherings.

In terms of student life, these spaces will become an integral element for meetings of Wellesley campus clubs, societies and organizations.

One of the strongest aspects of the spaces, is their ability to provide for rest and relaxation, and quiet study in a calm, poetic, memorable atmosphere. See figure 6.3.

figure 6.3
gathering spaces



WELLESLEY COLLEGE
F R A M E W O R K
C O N V E R G E N C E



Strategic connections to Lake Waban

There is an inherent quality to the calm experience of being on the water away from the shore. Docks serve as both a surface to gather and relax, and as a surface for the recreational component of swimming, boating, rowing, sailing—often at the same time.

Docks will further serve the campus community as a means of transportation from one side of campus to the other.

The plan aims to establish a series of small sculls that will be available for the use of the campus community. This informal use of the sculls allows the campus community to row from one set of docks to another at a different part of campus—furthering the engagement and active use of Lake Waban.

Campus docks will serve to help sustain a strong level of social activity along the water, serving as an attractive and popular destination for students, faculty and alumnae. See figure 6.4.



CLAPP LIBRARY

Re-establish Clapp library as the Academic heart of campus

Diminished from recent campus development and relocation of central campus programs, the Clapp Library should be elevated to a higher level of dignity, and hold a stronger presence academically and socially in the center of campus.

The Margaret Clapp Library, centrally located within the campus, and of a scale of commanding presence, was designed and placed by the Boston firm of Shepley Bulfinch Richardson & Abbott to connect visually to Lake Waban with expansive walls of glass and interior spaces to overlook the water (wellesley.edu).

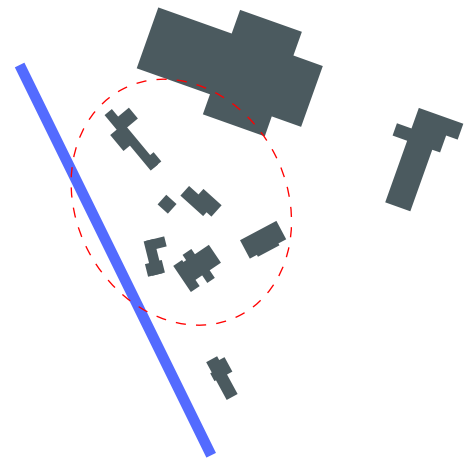
Although designed with intentions of connecting visually and physical to Lake Waban, Clapp Library's connection is impeded, and nearly nonexistent due to the cluster of society houses along the lake. See figure 6.5.

The buildings which comprise the cluster of society and club buildings provide space within buildings for gatherings, meetings, events and academic pursuits. While well-rooted in the history of the college and dating to the colleges founding, these structures are in sharp contrast from the scale, architectural typologies and campus organization which defines the campus of Wellesley. Their current adjacent location heightens the unbalanced dichotomy to the scale and architectural typology of Clapp library.

The programs held within the buildings are some of the strongest student-life programs on campus, and to that extent should be maintained and expanded. The plan proposes the re-organization of societies and clubs to the east of the drive lane. See figure 6.6. The alignment and clustering of the societies will strengthen their presence and program and focus more attention to student life.

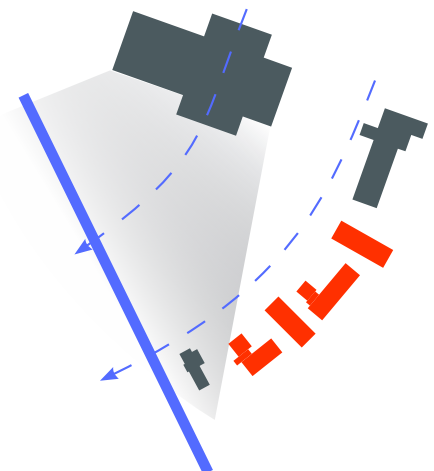
With the re-alignment and development of new society structures, the space between Clapp Library and Lake Waban is redeveloped as campus open space with strong visual, and physical connections to the lake.

Responsive to the topography and the calm, ambient quality of the existing high canopy, the space establishes a sequence of gathering spaces for academic endeavors, outdoor teaching, debates and informal gathering within an iconic open space for campus. As an application of the Academic Quad typology of high tree canopy and simple, unobstructed understory the space will have a calm presence and create a strong open space of engagement and connectivity. The redevelopment and restoration of the landscape to the south of Clapp Library greatly strengthens the libraries potential for programs and events. See figure 6.7.



current condition of Clapp Library landscape with Society Houses impeding connections

figure 6.5
re-alignment of societies



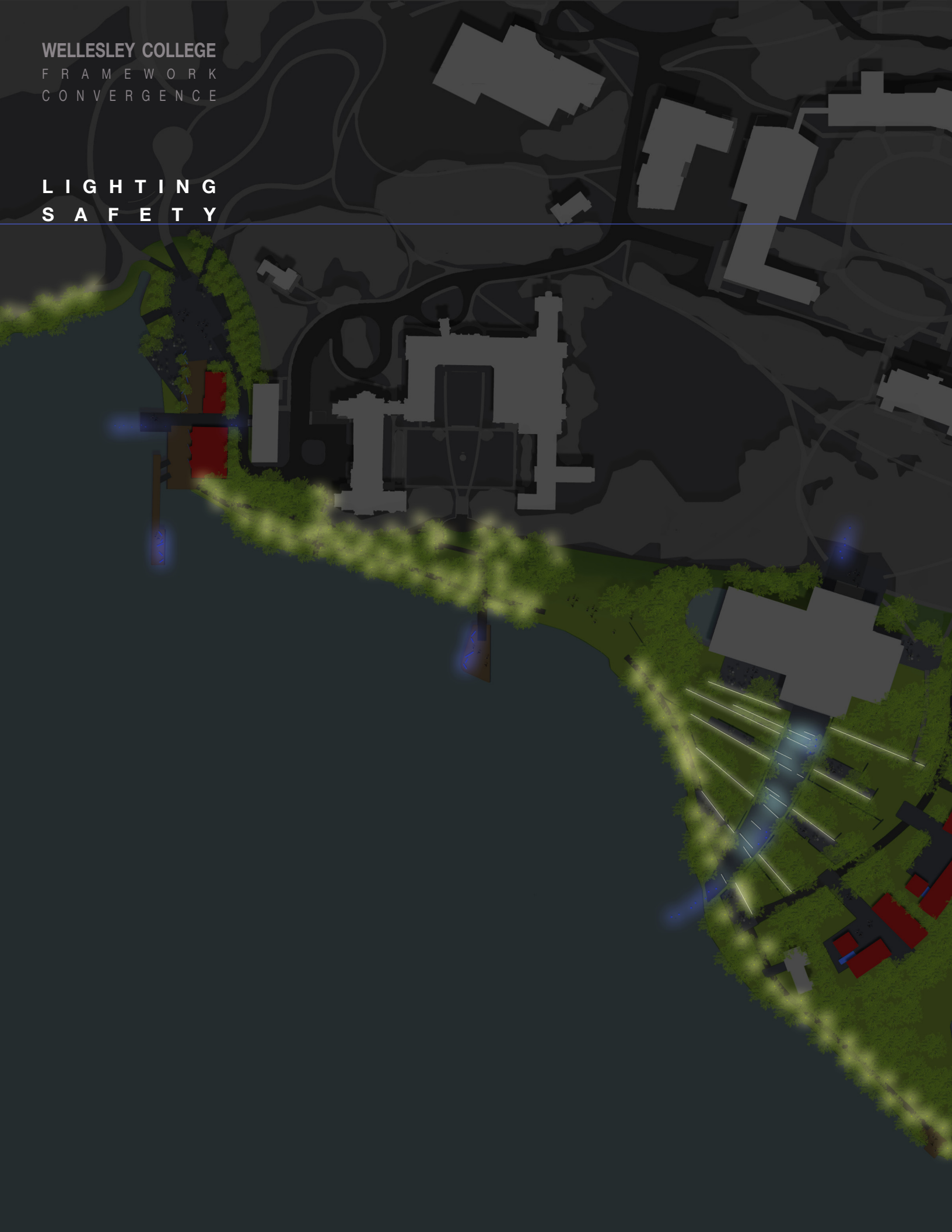
proposed redevelopment and alignment of structures
figure 6.6
connective landscape

The regeneration and development of the Clapp Library landscape will help to establish Clapp as the Academic Heart—elevating a level of dignity and presence on campus



WELLESLEY COLLEGE
F R A M E W O R K
C O N V E R G E N C E

L I G H T I N G
S A F E T Y



Enhancing safety and visibility along the lake promenade and adjacent spaces

The plan aims to establish an ambitious lighting and environmental safety strategy to greatly increase the safety, perception and comfortability of the woodland areas of the Wellesley campus as they relate to the lakefront.

Current conditions of the lake paths are notably dangerous both in the day and notably in the evening. A dangerous mixture of little to no path and area lighting coupled with extremely dense vegetation and very little visibility creates a very unsafe, and uncomfortable environment for an institution and community of women.

To combat the current safety issues the plan proposes the following strategic initiatives to dramatically transform the lakefront into a visible, comfortable, well-lit environment for circulation:

- Selective removal of under-story vegetation along the promenade
 - Selective removal of trees along lake edge
 - Implementation of custom-lighting which respects habitat and dark- sky, while providing ample light for the woodland environment
- See figure 6.8.

07 Boathouse and Plaza

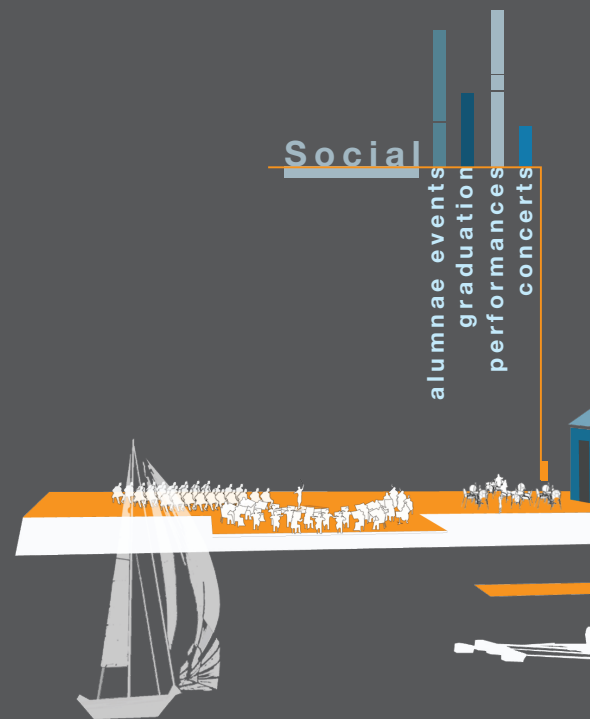
BOATHOUSE
PROGRAM

THE BOATHOUSE SHOULD BE MORE THAN A PLACE FOR STORING SCULLS

Wellesley's Boathouse As

GATHERING SPACE

The concept for a new Boathouse at Wellesley College is driven from the idea of a Boathouse having more programmatic elements than traditionally intended. Here, a diagram of a Harvard Boathouse illustrates the concept of serving three functions, rather than one. See figure 7.0 The Wellesley Boathouse, given its location on Lake Waban, has the potential to be an iconic campus structure that is a cultural center for academic, social, and athletic events on the water.



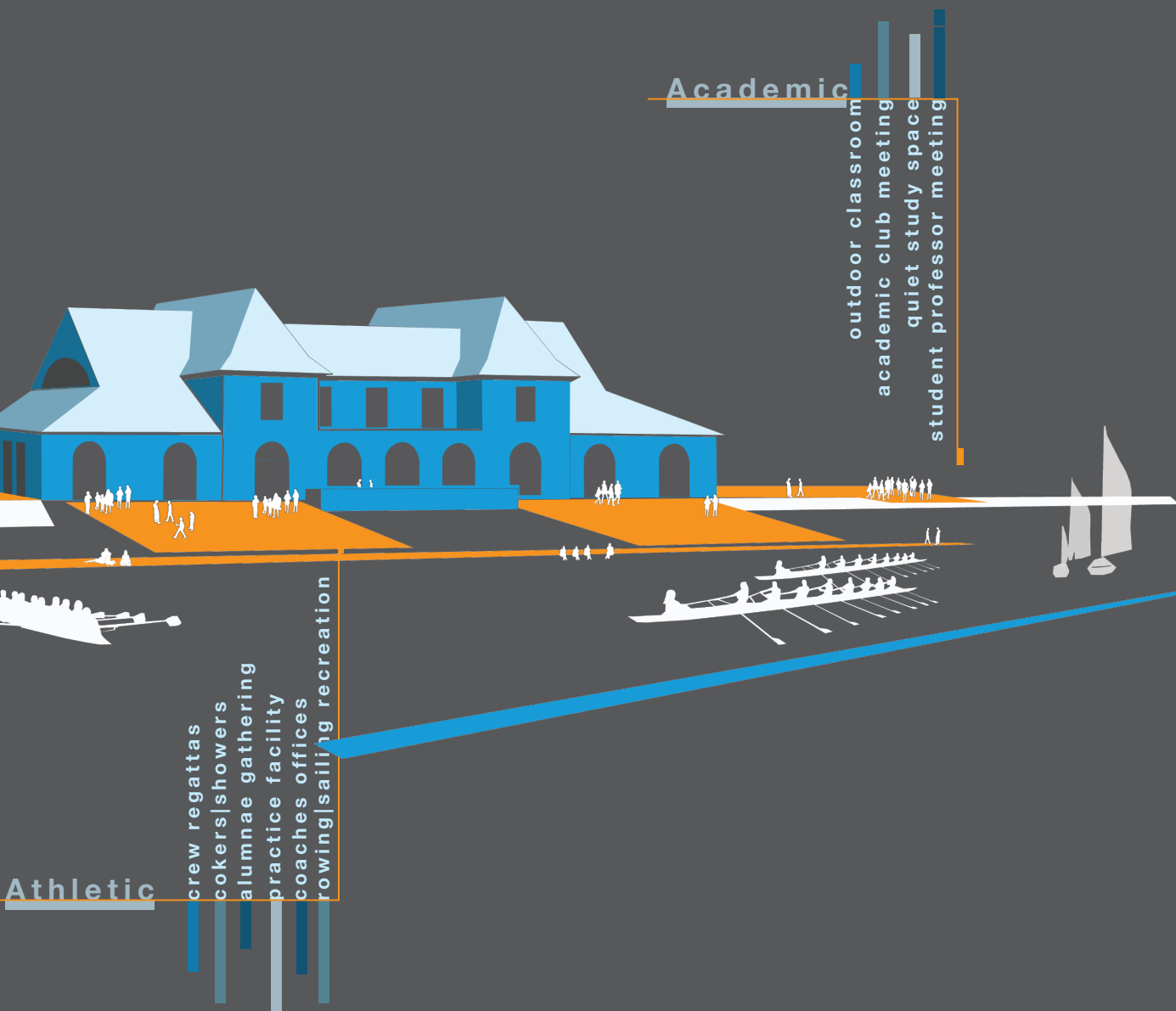


figure 7.0
conceptual programming

BOATHOUSE PROGRAM

Expanding the Boathouse Program

A Boathouse, inherently is a structure that lends itself to expression and uniqueness, largely due to the nature of its program and the water surface to which it serves. Boathouses are cultural facilities and act as iconic elements along rivers, oceans and lakes, often expressive of movement, light, transparency, and fluidity. The form, materiality, architectural character and expression of the building often represents the great institution to which it serves.

Programmatically, the boathouse seeks to serve the greater campus community by providing flexible meeting and conference rooms, cafe and performance space in addition to the storage and program of the athletic functions related to rowing. See figure 7.1.

The study of adjacent and ancillary programs both internally and externally have enlightened the need for similar, complementary programmatic space at different scales.

In terms of both formal, and extemporized gathering and performance, the smaller scale amphitheater as an integral element of the landscape and boathouse will serve as an element of circulation, meeting, performance, and teaching space.

Principles

Boathouse

- Building as Beacon, open and light.
- Experiences of buildings emulate those of the landscape.
- Buildings reveal and conceal to promote discovery and exploration.
- Inviting, comfortable, expressive.
- Circulate freely.
- Porous — light, movement, space ‘leakage.’
- Full of light — even in winter.
- Truly public space.
- Weave buildings into landscape.
- Reflects movement and motion as derived from boating on the water.

Landscape

- Landscapes and buildings grant vistas to other campus “centers.”
- Expressive.
- Embraces local and existing conditions as sources of richness and beauty.
- Emphasizes and dramatizes natural topography of Wellesley’s glaciated landscape.
- Safeguards individual experience while celebrating community.
- Encourages interaction, performance and solitude.

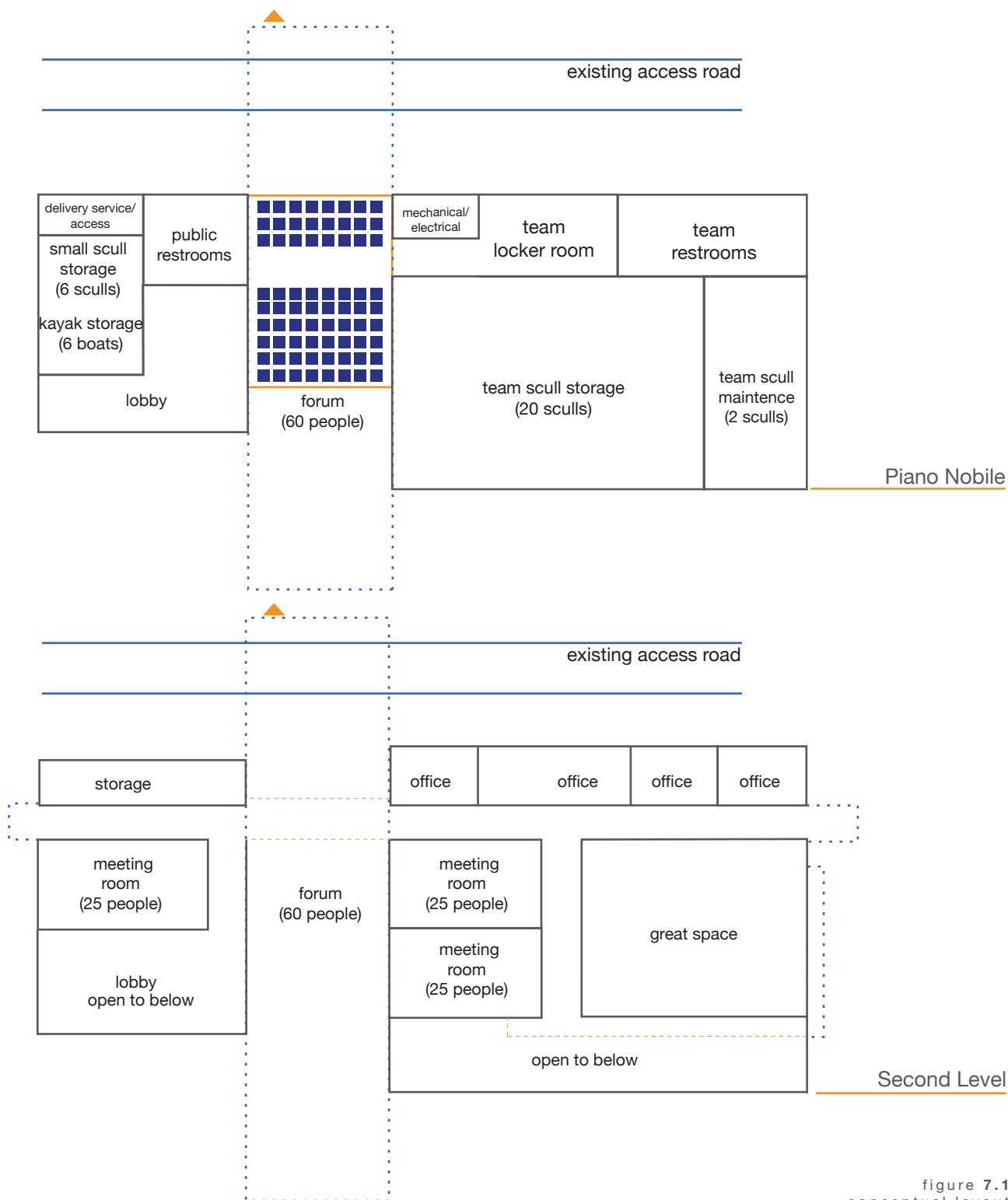
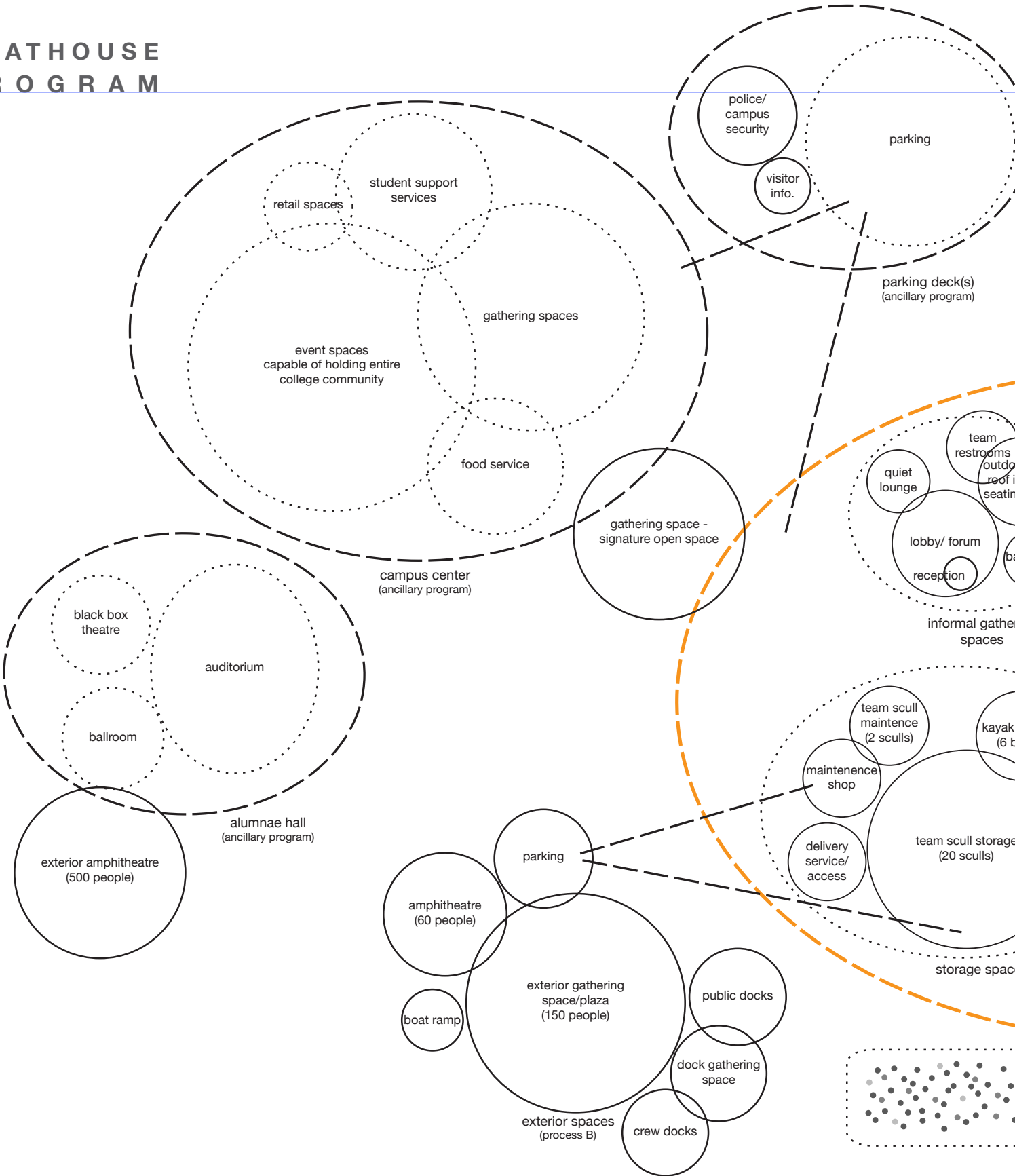


figure 7.1
conceptual layout

BOATHOUSE
PROGRAM



The program for the boathouse is dependent on the understanding of surrounding activity, both currently and in the future. Due to the close proximity of the Campus Center, Alumnae Hall, parking garage and two large residence hall complexes, it is critical to understand and show relationships between entities in close proximity and to provide complementary programmatic elements. See figure 7.2.

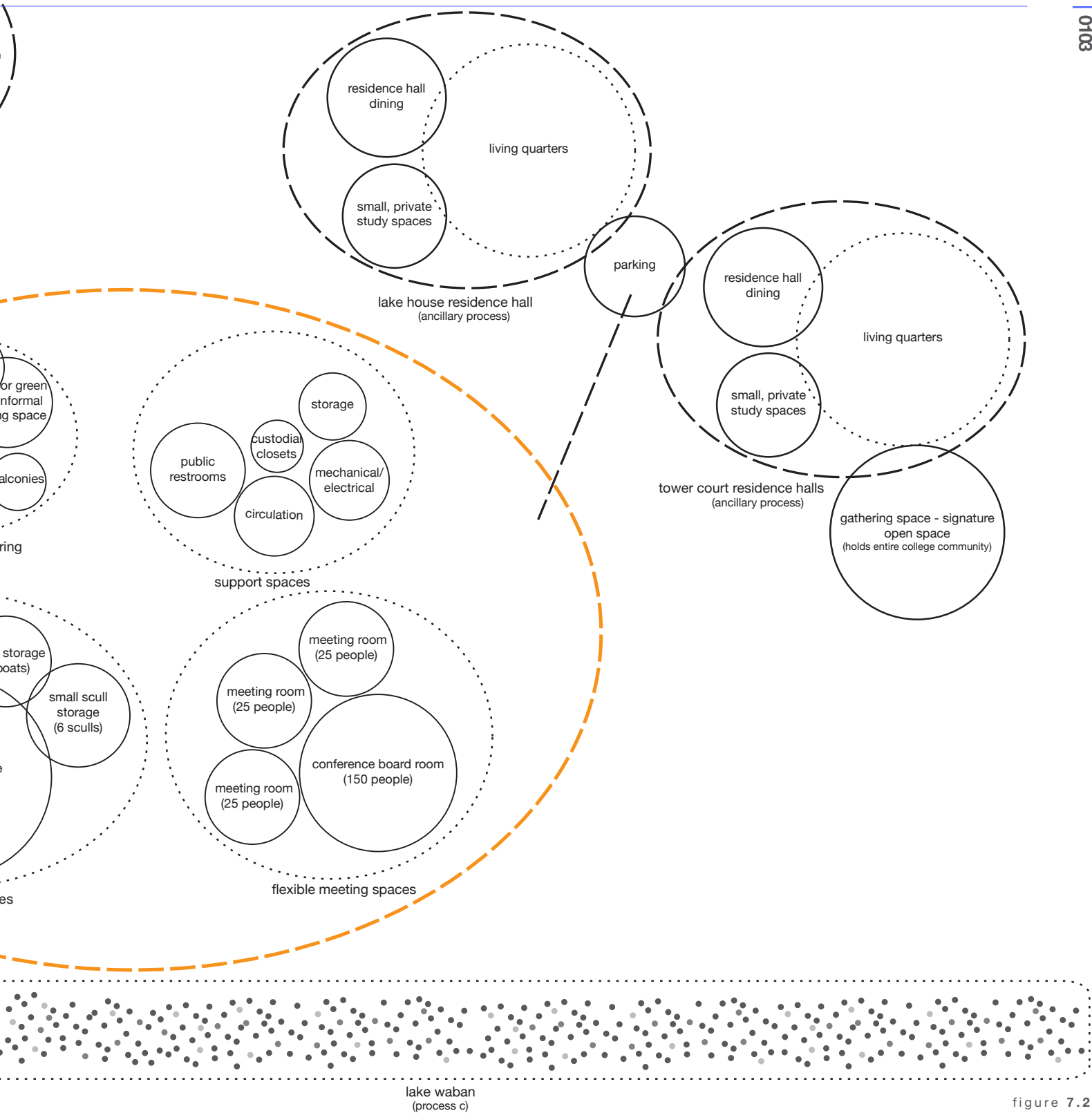


figure 7.2
program processes

BOATHOUSE PLAZA CONCEPT

Creating a dynamic social and recreational hub at the lake

With the recent redevelopment of the Alumnae Valley and the addition of the Wang Campus Center and expanded recreational facilities, the valley area serves the majority of campus events, functions and gatherings upland from the lake.

The plan establishes new flexible, dynamic and engaging space at the intersection of Alumnae Valley and Lake Waban with the addition of a new boathouse and plaza with a rich visual experience.

The landscape and boathouse design seeks to establish a sense of grandeur. Key to this idea is the new plaza with extensions along the waterfront and an array of public spaces which link critical building groupings and establish a powerful new public realm for the college.

The plaza and dock spaces over the water will serve as the primary gathering space and a waterside destination for the campus community. Bluestone paths intersect onto an expansive stone-dust surface which extends and flows into the water, creating a strong interaction between land and water surface. In keeping with a regional maritime expression of materiality, the use of enduring wood surfaces will connect the plaza to the boathouse, and beyond to the docks and other connective spaces along the waterfront.

The play of surfaces are demarcated by materials of bluestone, steel, wood and stone-dust in addition to the surface of the water itself. Within the space, sparsely distributed blue benches will acquire the quality of icons and furnish the plaza with identity and become memorable elements of the space, creating dynamic, unique seating with a dynamic subtle glow in the evening.

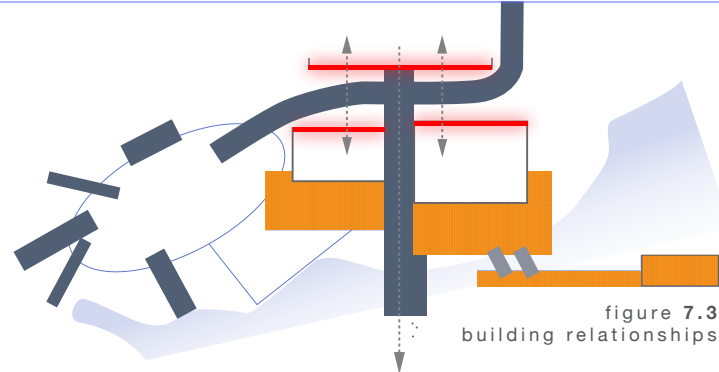


figure 7.3
building relationships

Building relationships

The Boathouse responds to the site and adjacent Lake House residence hall by means of orthogonal geometries, strong and direct circulatory connections, materiality, and scale.

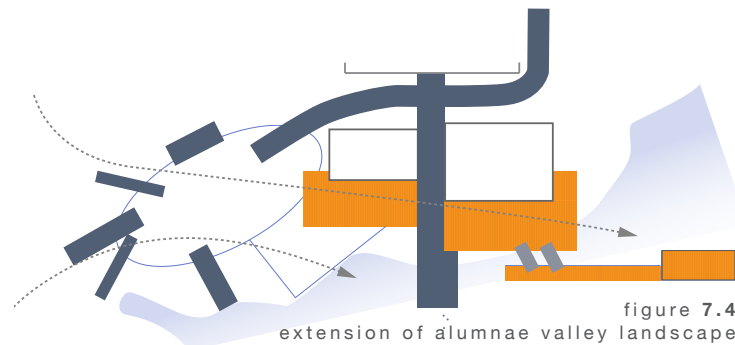


figure 7.4

extension of alumnae valley landscape

Extension of Alumnae Valley landscape

The Plaza and Boathouse respond as a transition and extension of Alumnae Valley to the water without obstructions, allowing a continuous view corridor and horizontal surface to the water.

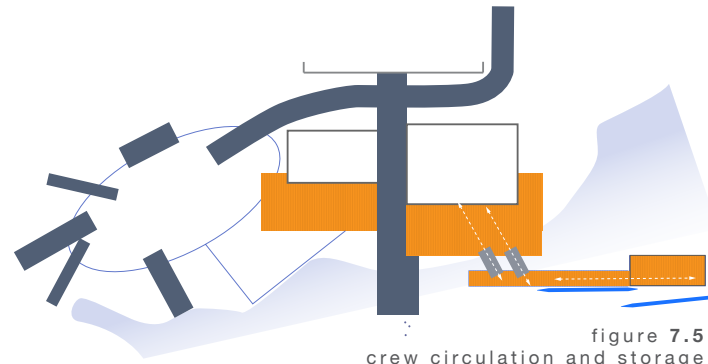


figure 7.5
crew circulation and storage

Crew circulation and storage

The Boathouse serves the Crew by storing sculls in a traditional perpendicular relationship to the lake edge. A long, parallel dock allows easy and quick access to the water for crew teams while also providing ample surface out on the water for gathering and viewing of lake activity.

Plaza as event and celebration space

The stone-dust Plaza serves the Wellesley College community by providing an civic space for exhibition, event, gala, reception and performance on the water, adjacent to Wellesley's major cultural facilities.

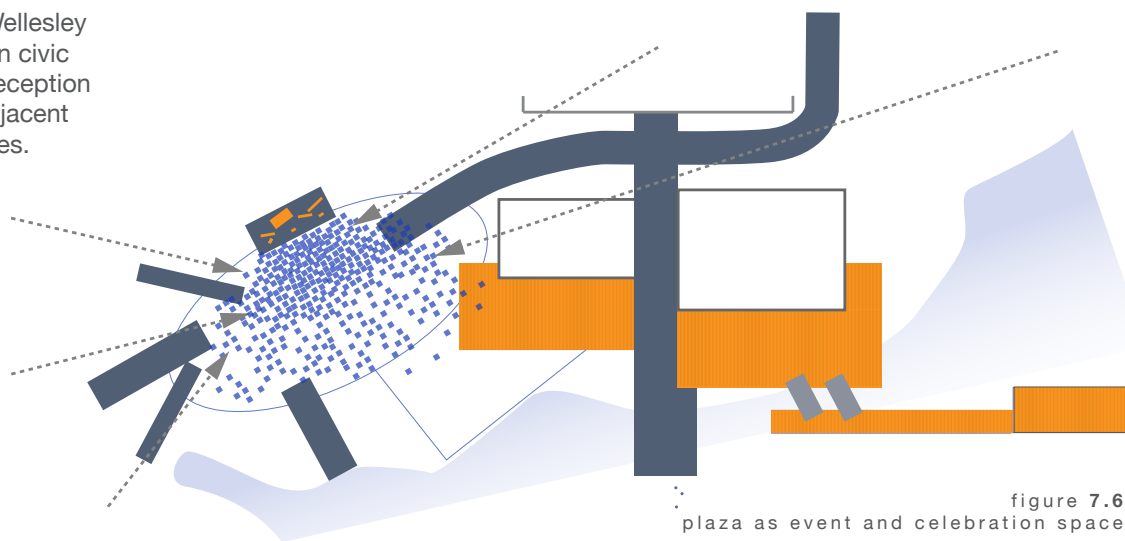


figure 7.6
plaza as event and celebration space

Decks and Docks

In keeping with a goal of dynamic, flexible spaces, the docks are detachable and moveable—transforming into a floating stage for concerts, speakers, or movies—furthering the program potentials as the college's major outdoor gathering space.

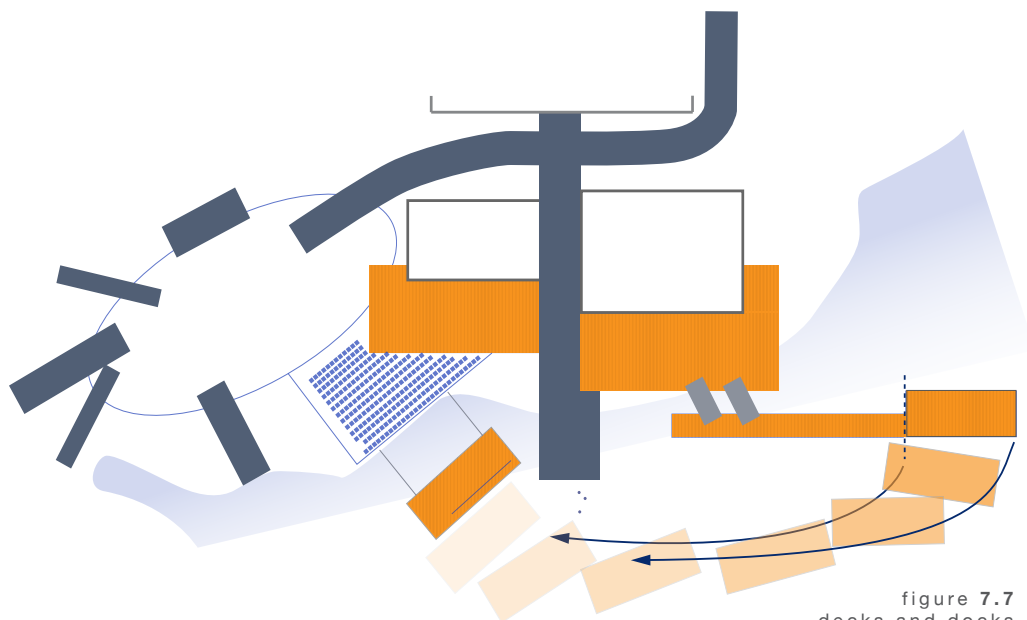


figure 7.7
decks and docks

WELLESLEY COLLEGE
BOATHOUSE
AND PLAZA

BOATHOUSE
PLAZA



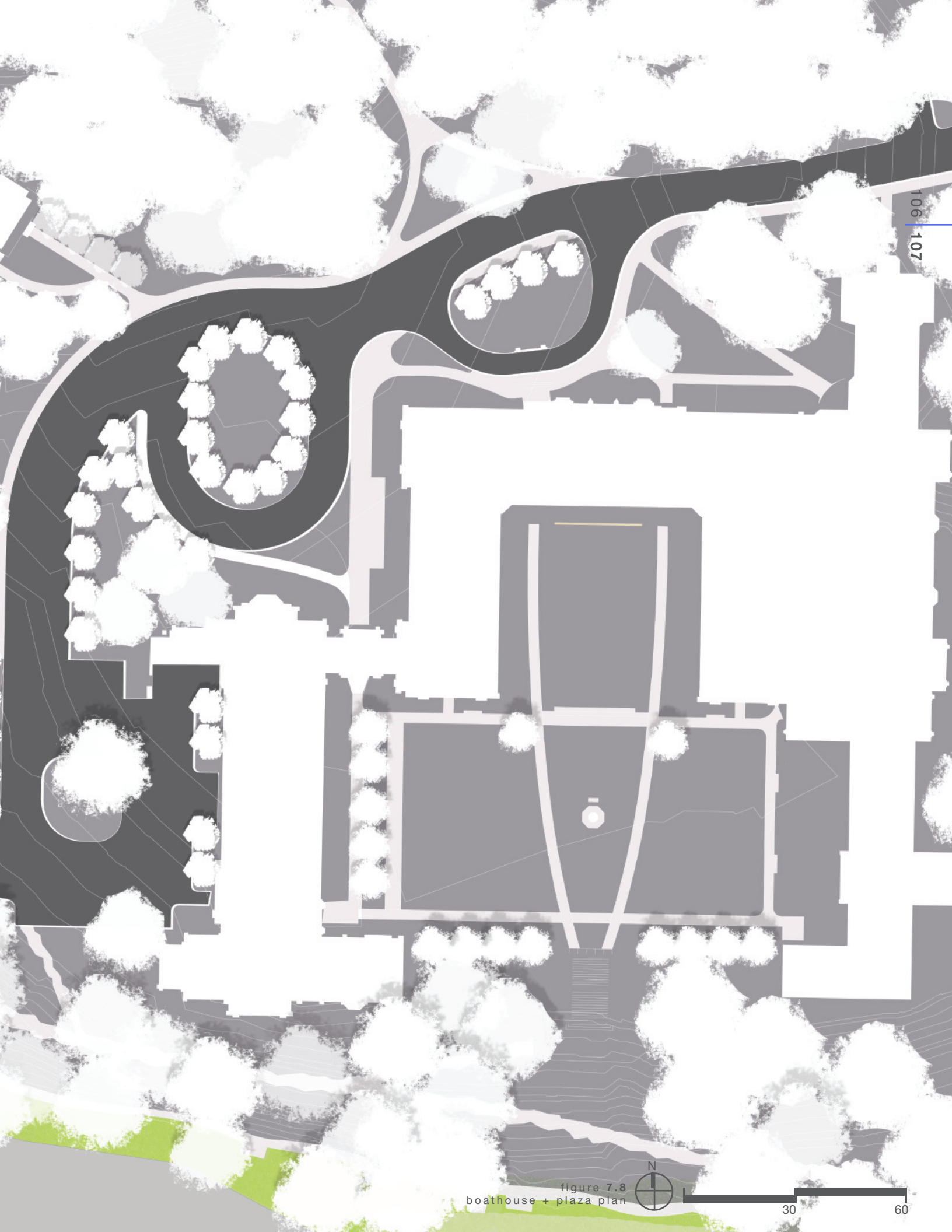


figure 7.8
boathouse + plaza plan



30

60

BOATHOUSE
PLAZA





figure 7.9
rotated boathouse + plaza plan

WELLESLEY COLLEGE
BOATHOUSE
AND PLAZA

LIGHTING
PLAN



Lighting Strategy

The plan establishes an ambient lighting atmosphere which respects the calmness and darkness of the lake and its environs. Lighting is responsive and sensitive to dark-sky component and natural habitat, while also providing a sense of security by a level of light that allows visibility of objects and other people. See figure 7.10.

Lighting in public space seeks to animate and engage spaces. A cohesive and strategic lighting scheme creates a soft glow on horizontal surfaces, such as below benches, or within paving—illuminating a soft glow as a highlighted element within the spaces—serving to activate and draw people to these locations.

Woodland lighting requires a more site-specific, habitat sensitive lighting system to provide provisions for safety and visibility while also unifying the waterfront.

Ambient light and vertical cones of light provide for distinct experiences of entry, envelopment and exit. Lighting will seek to create a strong sense of intimacy and primacy of architectonics.

figure 7.10
lighting strategy



30

60

LIGHTING
T Y P E S



figure 7.11
type one



figure 7.12
type two



figure 7.13
type three



figure 7.14
type four





type four

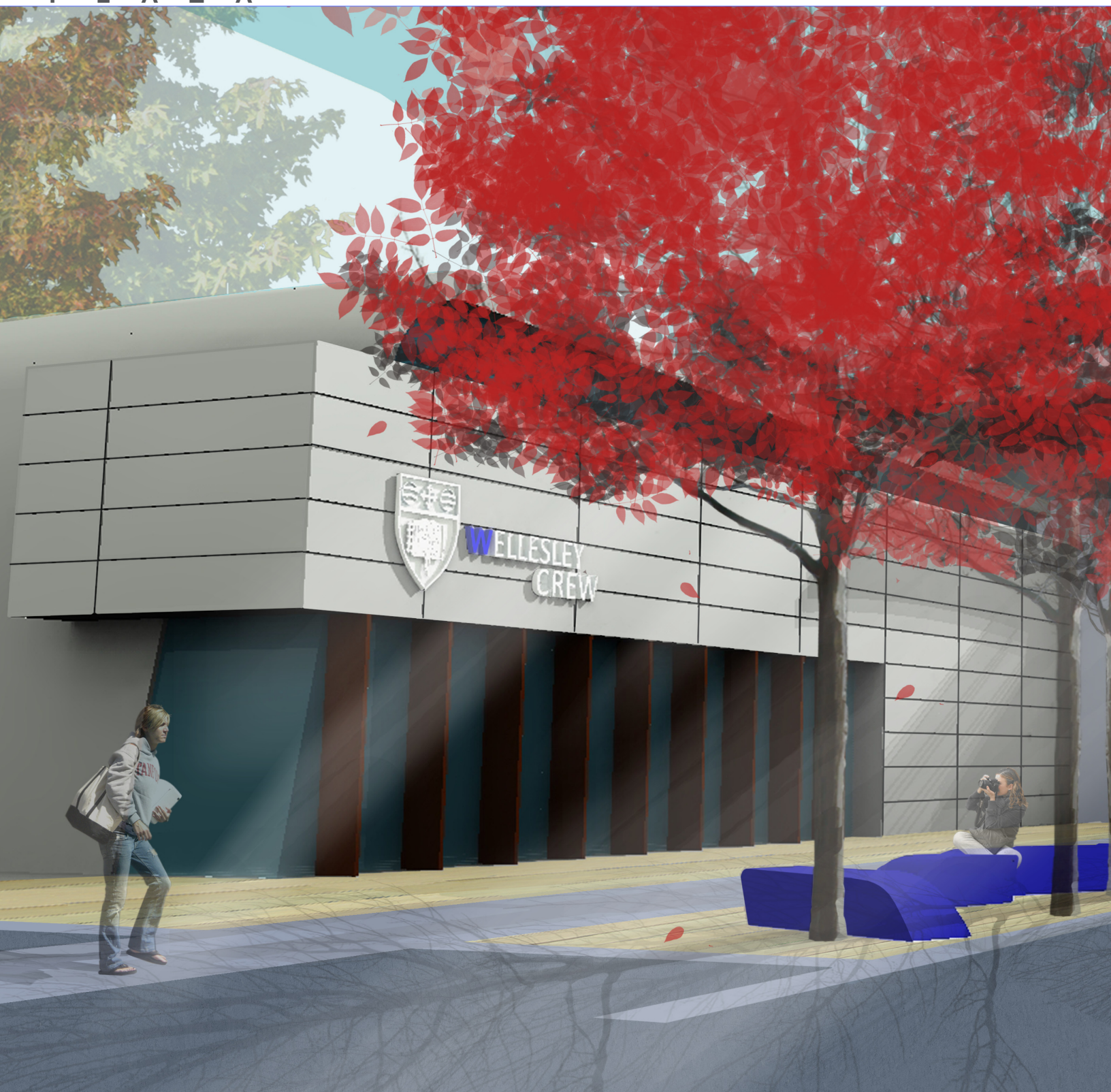
type three

type one



WELLESLEY COLLEGE
BOATHOUSE
AND PLAZA

BOATHOUSE
PLAZA



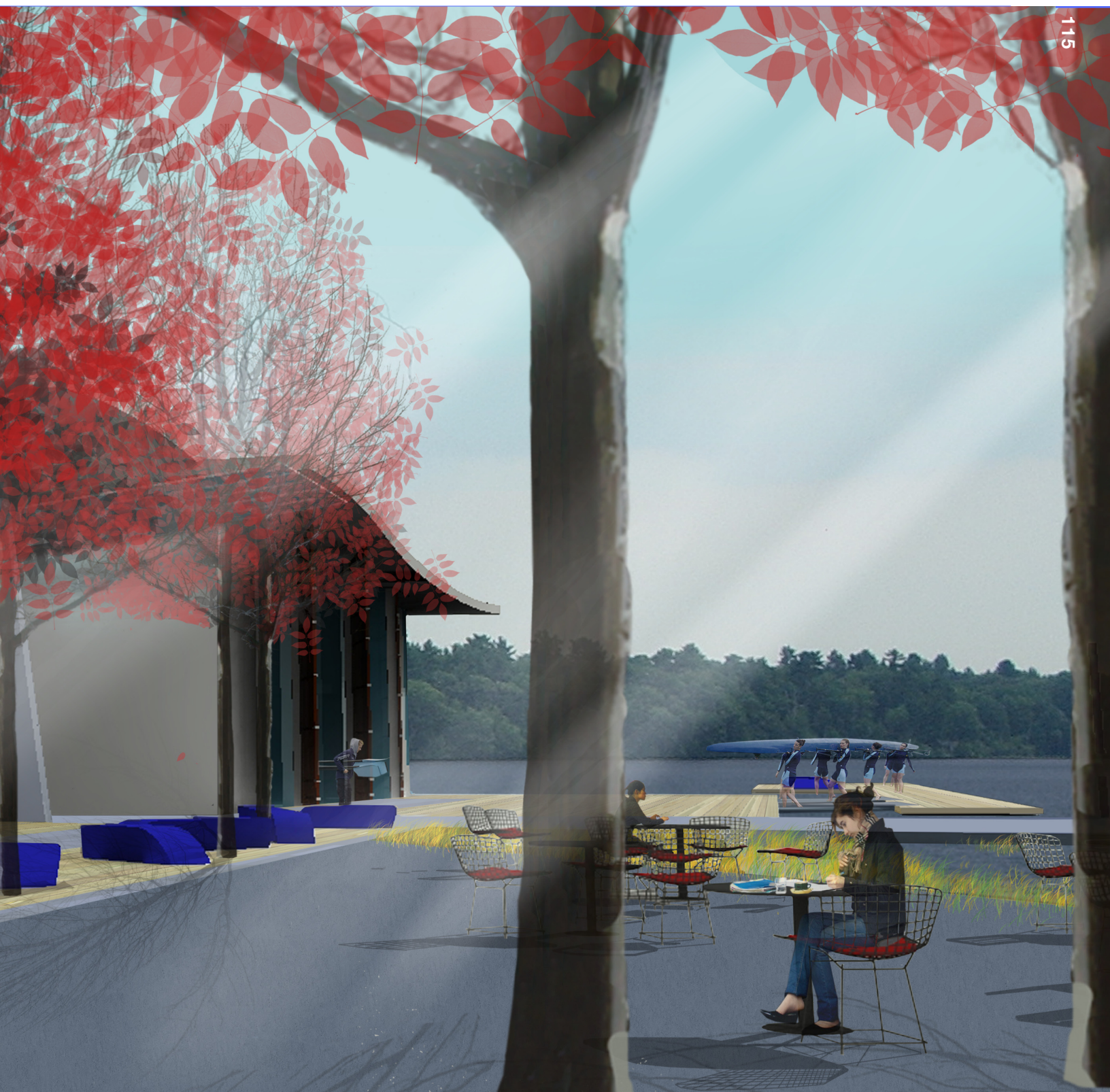


figure 7.16
perspective

WELLESLEY COLLEGE
BOATHOUSE
AND PLAZA

BOATHOUSE
PLAZA

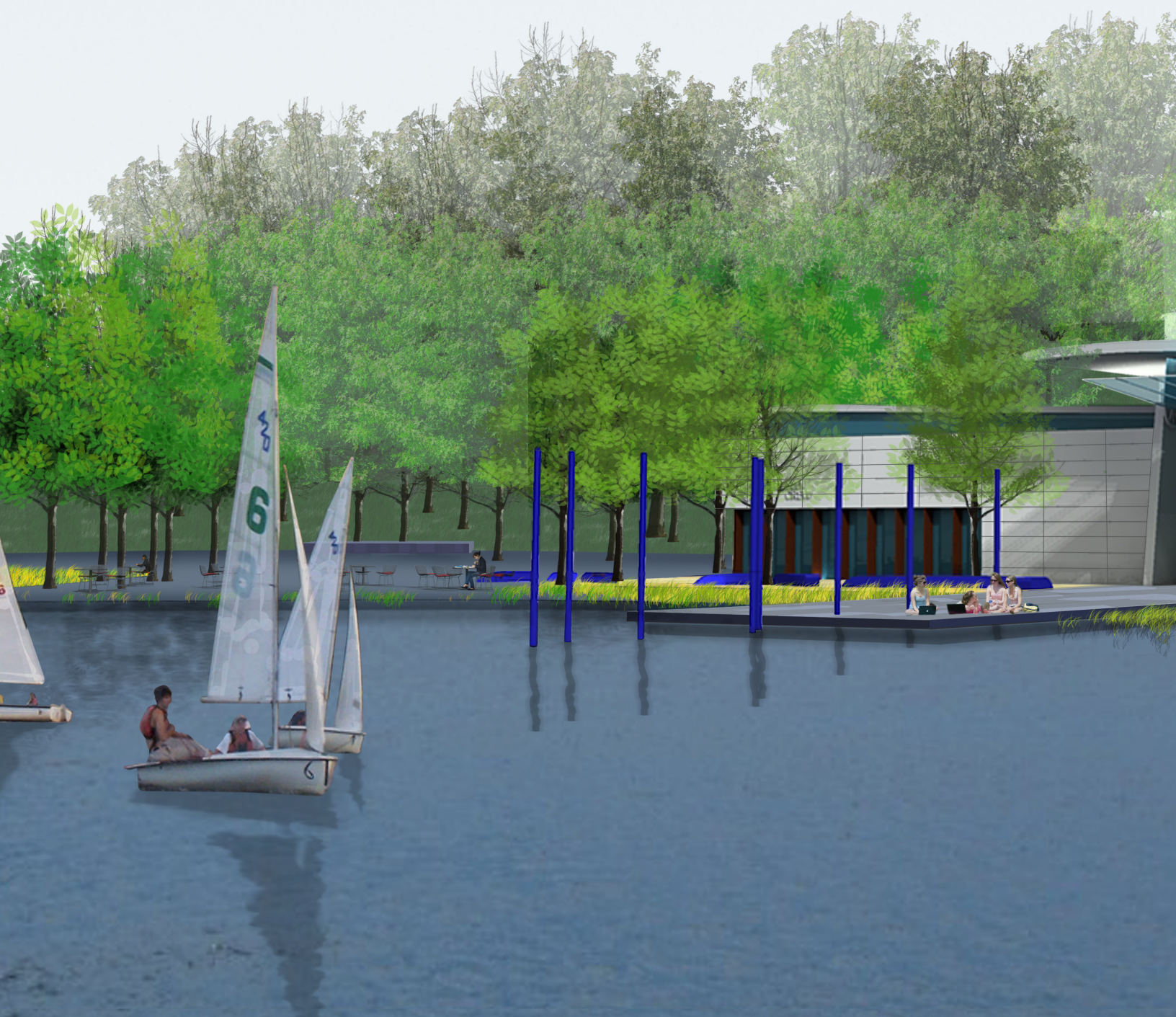
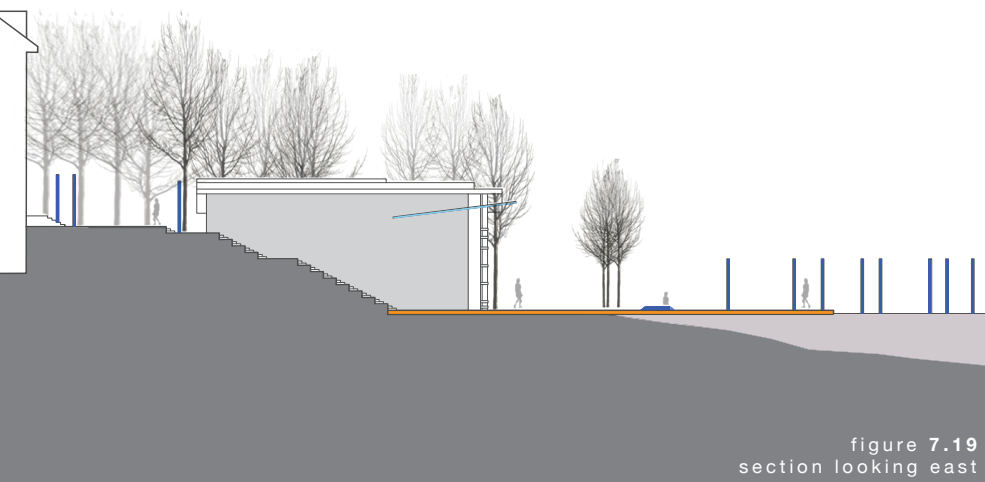
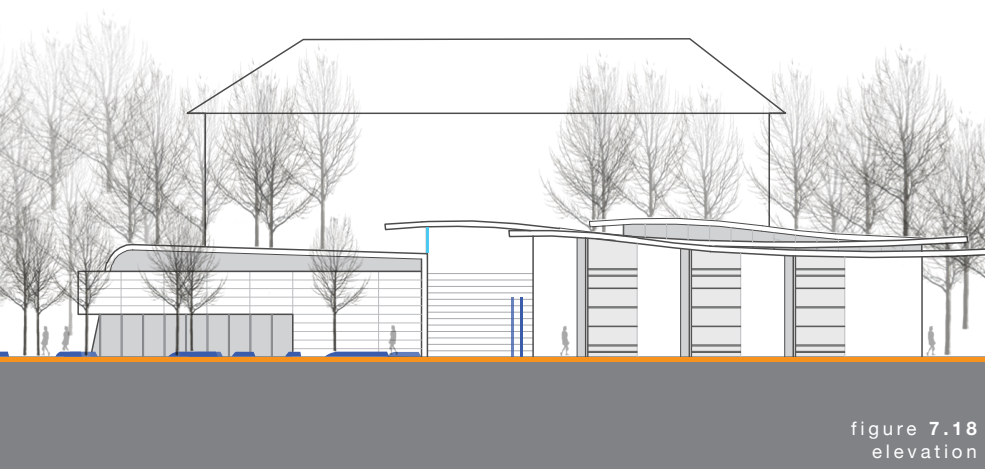
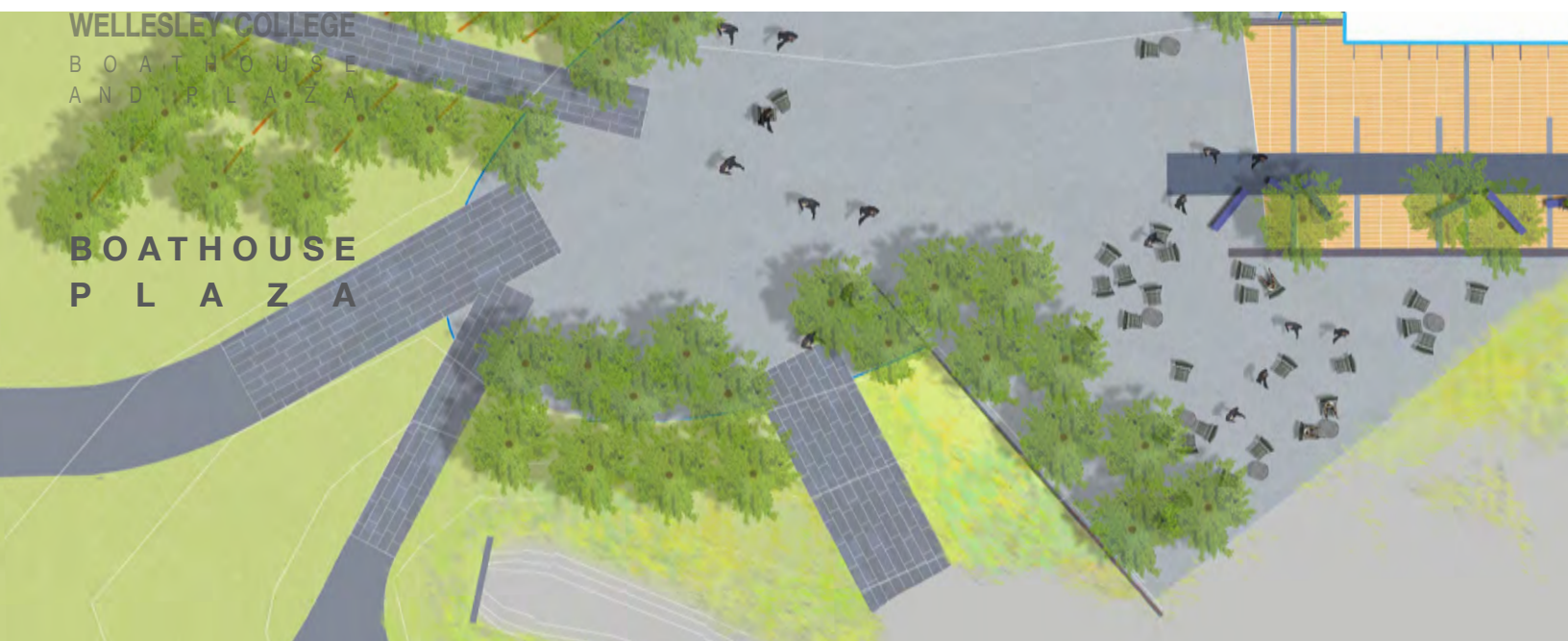




figure 7.17
perspective



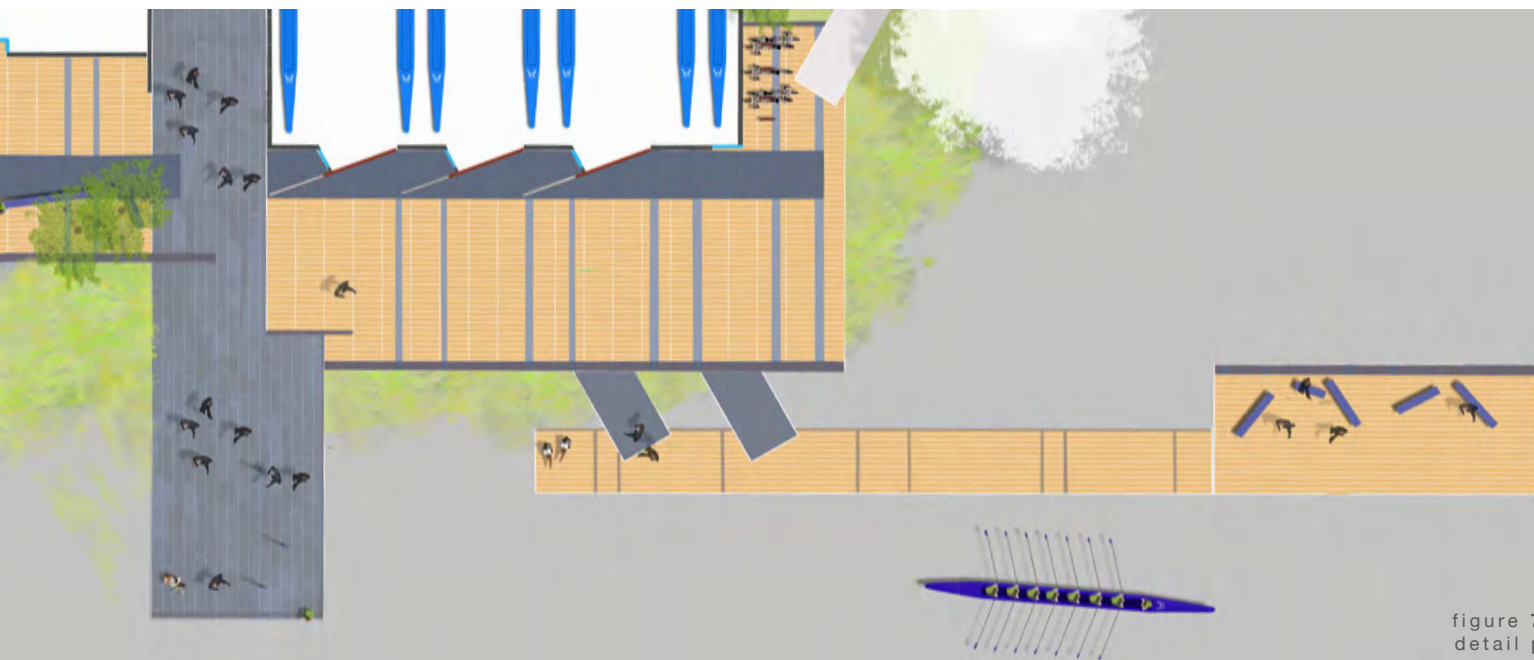


figure 7.20
detail plan



figure 7.21
perspective

08 Conclusion

CONCLUSION



Wellesley College is a special place. It is a remarkably unique institution with very clear goals and high academic standards, a rich history, diverse faculty and student body of all women, exciting student life, and a tradition of educating women who will have tremendous impact on the world. The environment of the campus, where students and faculty study, research and learn is a wonderfully collegial place that is unlike any in America.

Unfortunately, the campus and its environments—134 years after its founding—are still rather fragmented. There is amazing potential for the College to connect its community in a very meaningful, dynamic and poetic way along Lake Waban.

The connections, spaces and promenade along Lake Waban will be the environment that brings everyone together. Let us not forget that goal will be to create a place that people want to be—a place that will truly bring people together. The success will be in how the spaces function for individuals, small groups, and college-wide events.

The lake is where students will spend their lives and experiences together. In the future, the lake and the spaces along it will hold the deepest meaning in the memory of alumnae—furthering meaning and tradition from collective experience—which is ultimately what ties people together.

The investment in the lakefront will greatly further the uniqueness of the Wellesley Campus as an engaging, collegial, influential environment to study, research and learn. The space will dramatically transform the quality of student life on campus, altering perceptions and adding to an already rich student experience. On recruiting alone, the transformation of the lakefront and emphasis as the social heart of campus will have tremendous impact on prospective students, as the college competes for the best and brightest women to attend the College.

This document is a set of ideas. These ideas are rooted in an understanding of the College and its students, faculty and alumnae with the goal to create a very meaningful, inspirational and connective environment along the Colleges greatest physical asset. This plan seeks to enhance the potentials of learning, research and study—in a place to which the entire goal is for its graduates to have profound impact on the world; that is the idea that holds it together.

— ***Non Ministrari sed Ministrare***

09 Appendix A

LITERATURE
MAP

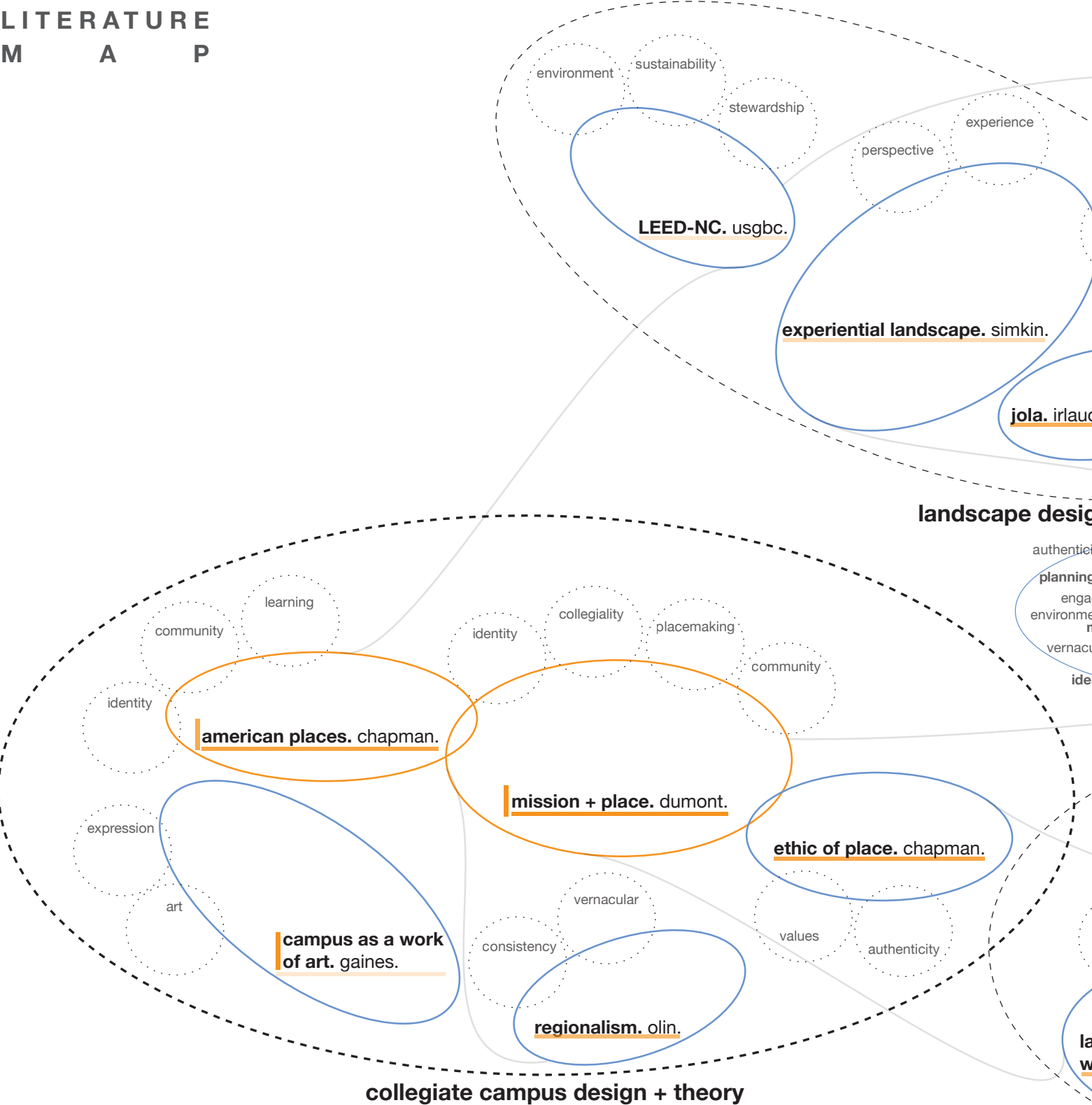




figure 8.1
literature map

GLOSSARY

a **athlete**
A person who is trained or skilled in exercises, sports, or games requiring physical strength, agility, or stamina
<http://www.merriam-webster.com/dictionary/athletes>

authenticity
Conforming to an original so as to reproduce essential features
<http://www.merriam-webster.com/dictionary/authenticity>

b **boathouse**
A building to house and protect boats
<http://www.merriam-webster.com/dictionary/boathouse>

c **collegiality**
Relating to or involving shared responsibility, as among a group of colleagues.
<http://www.merriam-webster.com/dictionary/collegiality>

competition
Institutional competition to attract prospective students. A less obvious benefit to the ongoing activity of a mixed-use environment is its attractiveness to prospective students and parents. The campus that looks lively, collegial, and safe makes a powerful first impression on a campus tour.
(Kenney, Daniel R., Ricardo Dumont and Ginger Kenney. *Mission and Place*.)

community
We are striving for a warm feeling in the heart about one's fellows and a sense of identity with the institution and with one another that persists long after a person's immediate physical relationship with the institution has ended. Caring for one another and interacting in ways that matter are essential parts of community.
(Kenney, Daniel R., Ricardo Dumont and Ginger Kenney. *Mission and Place*.)

connection
The act of connecting : the state of being connected
<http://www.merriam-webster.com/dictionary/connection>

consistency
Agreement or harmony of parts or features to one another or a whole
<http://www.merriam-webster.com/dictionary/consistency>

crew
The rowers and coxswain of a racing shell
[http://www.merriam-webster.com/dictionary/crew\[2\]](http://www.merriam-webster.com/dictionary/crew[2])

e **engagement**
Comprises the whole experience whole experience of education, broadening the mind, interacting, dialog, discourse—all the things higher education should be.
(Kenney, Daniel R., Ricardo Dumont and Ginger Kenney. *Mission and Place*.)

experience
The act or process of directly perceiving events or reality
<http://www.merriam-webster.com/dictionary/experience>

f **flexibility**
Flexible spaces increase the opportunity for engagement because they can be used for multiple activities and arranged for individual or small or large group interaction. Flexibility encourages use, and does so in a way that allows interaction.
(Kenney, Daniel R., Ricardo Dumont and Ginger Kenney. *Mission and Place*.)

h **history**
a branch of knowledge that records and explains past events
<http://www.merriam-webster.com/dictionary/history>

i **identity**
Architecture establishes an impression of the character of an institution and reflects its values and mission.
(Kenney, Daniel R., Ricardo Dumont and Ginger Kenney. *Mission and Place*.)

l learning

Many activities that contribute to these indicators of student learning—collaborative learning, student-faculty interaction, enriching educational experiences, supportive campus environment—occur largely outside the classroom, and therefore may be partially invisible to faculty members, administrators, and board members. Yet these student-engagement activities are essential to effective student development and learning.

(Kenney, Daniel R., Ricardo Dumont and Ginger Kenney. *Mission and Place*.)

m marketing

The process or technique of promoting, selling, and distributing a product or service
<http://www.merriam-webster.com/dictionary/marketing>

n new england

An area on the northeastern coast of the U.S. that consists of the states of Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, and Connecticut.
<http://www.merriam-webster.com/dictionary/new england>

s safety

The condition of being protected from or unlikely to cause danger, risk, or injury.
<http://www.merriam-webster.com/dictionary/safety>

sports + recreation (pg 127_Dumont)

Mixing uses improves both the reality and perception of campus safety by activating campus districts around the schedules and patterns of campus activities throughout the entire day.

stewardship

Educating students to be thoughtful citizens of their community and their world is a fundamental value that in one form or another relates to the mission statements of most colleges and universities.

(Kenney, Daniel R., Ricardo Dumont and Ginger Kenney. *Mission and Place*.)

t tradition

Traditions build loyalty, connect to the history of the institution, and help students to bond with their class and college. The memories of everyday experiences, traditions, and special events in their live-usually tied

t typologies

Study of or analysis or classification based on types or categories
<http://www.merriam-webster.com/dictionary/Typologies>

v values

Values especially of a traditional or conservative kind which are held to promote the sound functioning of the family and to strengthen the fabric of society
<http://www.merriam-webster.com/dictionary/family%20values>

v vernacular

Of, relating to, or characteristic of a period, place, or group ; especially : of, relating to, or being the common building style of a period or place <vernacular architecture>
<http://www.merriam-webster.com/dictionary/vernacular>

vibrancy (pg 105_Dumont)

The perceptions of compactness and vibrancy are functions of many things, including the visual context and the landscape, architecture, and topography.
 (Kenney, Daniel R., Ricardo Dumont and Ginger Kenney. *Mission and Place*.)

vitality

The state of being strong and active; energy.
<http://www.merriam-webster.com/dictionary/vitality>

References:

Chapman, M. Perry. American Places. Westport: Praeger Publishers, 2006

Chapman, M. Perry. 2007. "An Ethic of Place: Sustainability, Authenticity, Community."

Gaines, Thomas A.. The Campus as a work of Art. Westport: Praeger Publishers, 1991.

Kenney, Daniel R., Ricardo Dumont and Ginger Kenney. Mission and Place. Westport: Praeger Publishers, 2005.

James F. O'Gorman, John Rhodes, Peter Fergusson. The Landscape & Architecture of Wellesley College. Wellesley: Wellesley College, 2000.

Michael Van Valkenburgh Associates. 1998. Wellesley College 1998 Campus Master Plan

Olin, Laurie. 1996. "Regionalism and the practice of Hanna/Olin, Ltd." In Regional garden design in the United States, ed. Theresa O'Malley and Marc Treib, 243-270. Dumbarton Oaks.

Polyzoides, Stefanos. 1997. "On Campus-Making in America." Campus and Community: 11-16.

Sasaki Associates. 2006. Penn Connects: A Vision for the Future

Thwaites, Kevin., Ian Simkins. Experiential Landscape. New York: Routledge, 2007.

Wellesley College. 2004. Wellesley College Prospective Student Brochure

figure 8.3
references

10 Appendix B

PROJECT GOALS
AND OBJECTIVES

The Wellesley Campus Goals are comprised of four categories:

Authenticity of Place:

- commit to core authenticity stemming from Wellesley’s attachment to its New England’s geographic setting
- foster a strong dialogue between historically significant buildings and new ones
- new designs are sympathetically woven into the fabric and tradition of Wellesley
- enhance the individuality of the campus and the vitality of its relationship with the surrounding community
- education is an endeavor that is most sensitive to ambience, responding to memory of place
- enhance the conversation between generations attending Wellesley

Mission:

- increase country club factor-amenities
- campus should reflect the vision and the values of the institution
- learning and teaching, community and communication, leadership and vitality
- design for a diverse student body

Community:

- design with inherit knowledge that people are linked by the immutable character of the place as a connection among people as generations and individuals
- utilize the ambiance of lake Waban for multiple programs
- further the sense of community both in forms of chance encounters and programmed meeting
- new buildings and spaces must foster the complex, evolving human interactions that energize the learning experience
- design with an embedded sense that Place is shaped by our values, and it shapes our values as well increase campus safety through design initiatives

Sustaining Beauty: Performance of Appearance

- build upon E. Meyers argument of beauty and aesthetic in relation to sustainability as a means of furthering the expansion of ethical practice by designing beautiful, functioning systems.
- create a living demonstration of a humane, vibrant, healthy and vibrant built environment
- become and agent of change by embedding a philosophy of sustainability into the very heartbeat of the college
- continue to influence the formation of a culture of sustainability
- foster intellectual and social climate to energize a culture of sustainability
- design with extreme sensitivity to the habitat, vegetation, hydrology and systems of Lake Waban.

wellesley’s achievment of goal

importance of goal

goal related to specific category



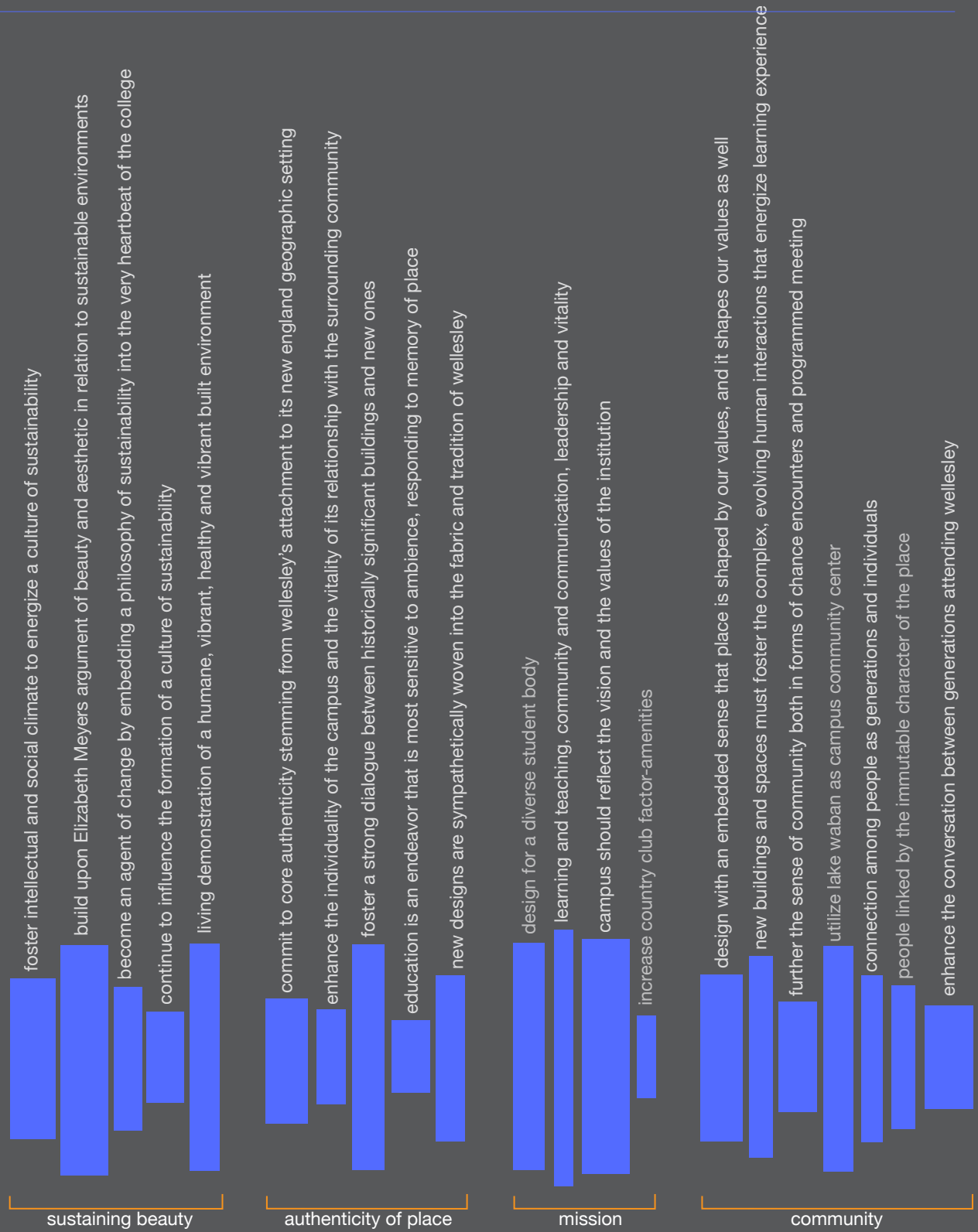
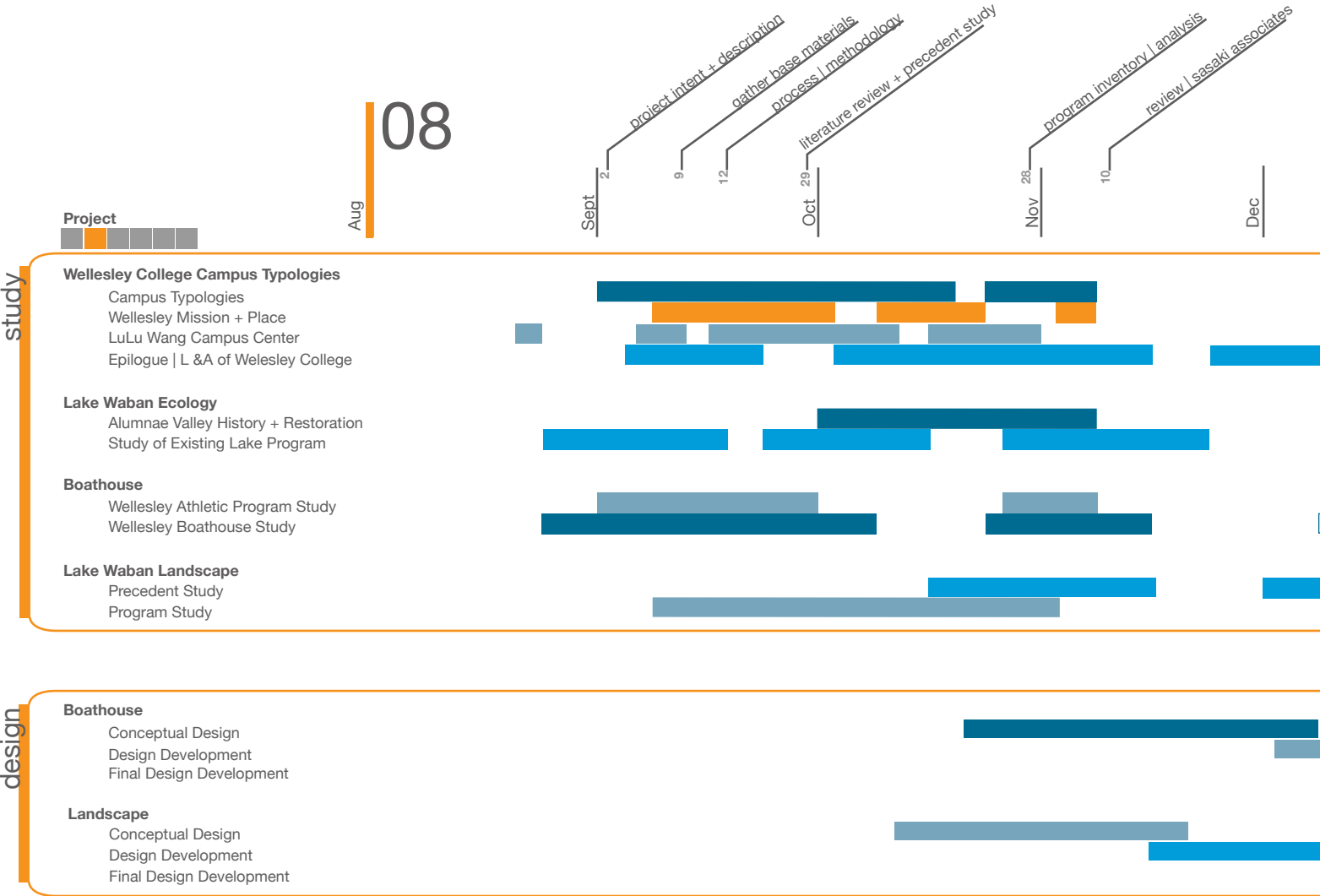


figure 9.0
project objectives

TIMELINE
SCHEDULE OF
PROCESSES



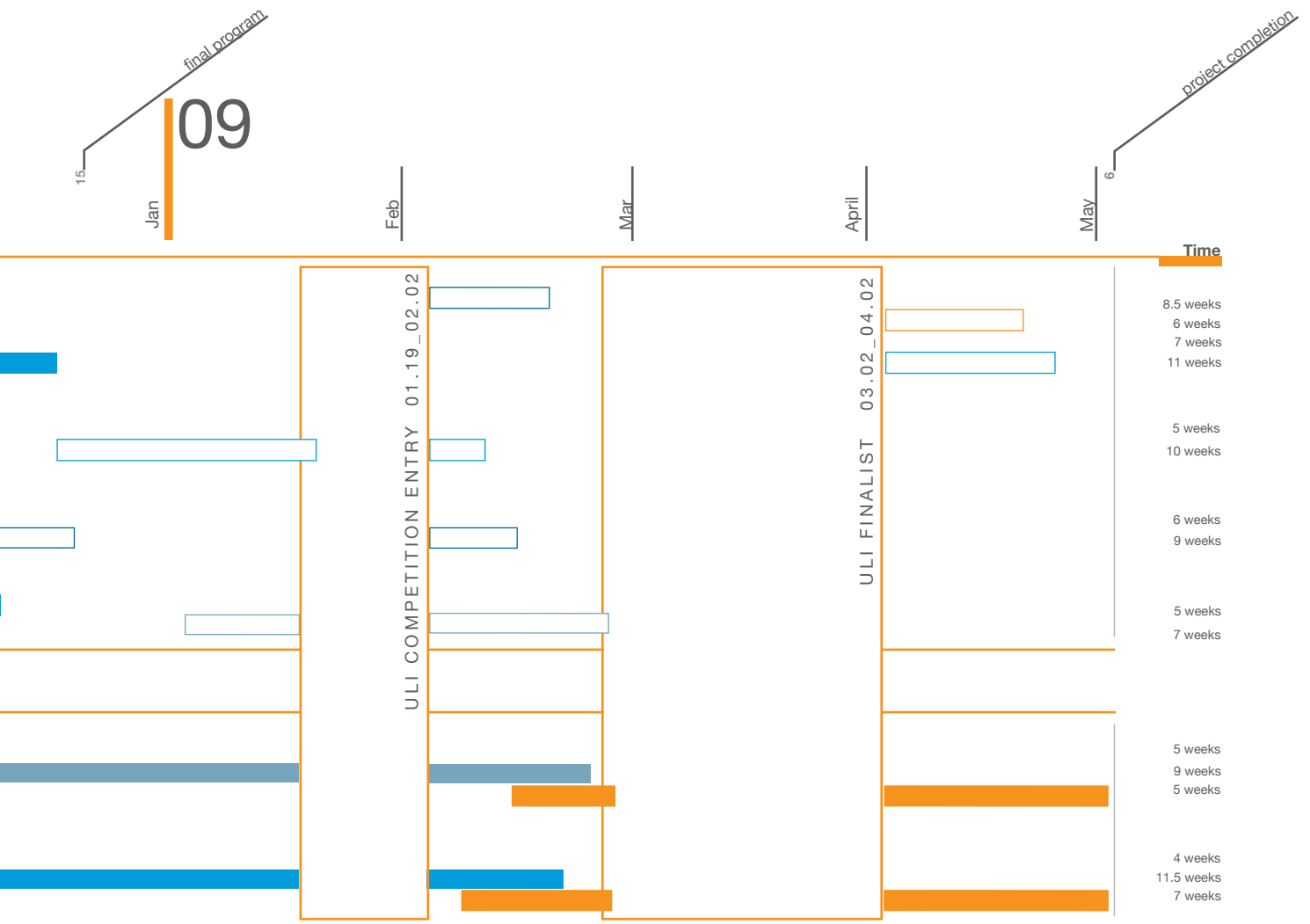


figure 9.1
project timeline
a fox

Contributing Colleagues:

Ricardo Dumont
 Peter Hedlund
 Stephanie Rolley
 Lorn Clement
 Larry Bowne
 Dan Donelin
 Ian Scherling
 Chris Morton
 Geoffrey Van de Riet

Contributing Offices:

Wellesley College
 Michael Van Valkenburgh Associates
 Mack Scogin Merrill Elam Architects
 Sasaki Associates
 MESA

Capstone Process

I am incredibly thankful for the lively theoretical discussion that has taken place in studio this year as it relates to landscape architecture and campus design.

To the remarkable professors at Kansas State—Stephanie Rolley and Lorn Clement for the hours of contribution as teachers and guiding mentors, thank you for inspiring me to always think bigger.

To my fellow colleagues Ian Scherling and Chris Morton for the never-ending debates about the American Campus, thank you.

Ricardo Dumont and Peter Hedlund, Principals of Sasaki Associates who instilled a great passion for what to truly seek in campus design—and how the design of campus spaces and places have a remarkable impact on so many lives, thank you.

